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NIETZSCHE'S SELF ACTUALIZATION ETHICS TOWARDS A CONCEPTION OF POLITICAL SELF

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Introduction

The impact of Nietzsche's critical texts on religion, morality, and philosophy in the form of metaphors, aphorisms, and imagery are substantial and at the same time controversial making Nietzsche himself influential to humanism, pessimism, existentialism, nihilism, and postmodernism. His thoughts are considered to be profane and sacrilegious and his judgments highly offensive and radical. He is seen as nihilist and elitist morally and politically. His concepts and principles are attributed to the personal quest of the self towards becoming 'free spirit' given sovereign individuality. As such, there is a political ambiguity of the 'will to power' making the self solely confined to a form of self actualization ethics given the advocacy for affirming the value and meaning of life. To become a free spirit through solitude does not speak of the totality of the self. To become 'ubermensch' without recognizing his social value is not a free spirit at all. There is then a problem of self constitution. To pose, how do we view the becoming of the self as bearer of personal moral responsibility and at the same time recognizes its certain social value making itself both personal and political? That is, Nietzsche's self actualization ethics leads (or must lead) us to a conception of political self.

The paper then rests on the premise that the social and political identity of human agency cannot be alienated or separated from the moral (or ethical) or personal identity. The paper posits the conception of the self as a continuous formation through interaction with the environment, which is political, bound up with an ethics. To give form to a political self requires

interhuman horizon of meaning. Self actualization is a public matter and ethics or politics concerns the 'participation' of human persons as citizens in a democratic society. Such idea of political self is a reconstruction of ethics and politics.

Nietzsche's General Philosophy

Nietzsche's philosophy rests on a certain yearning 'for a higher humanity with a worth great enough to warrant the affirmation of life even in the absence of any transcendently supplied meaning.'[1] Central to his thought is the idea of life affirmation, part of which is critical analysis of all statements and beliefs that consume life's creative force and expansive energies, even if these doctrines and principles are socially, politically, and culturally established. He is highly critical of comprehensive doctrines[2] (i.e. Christianity, Kantianism, and Utilitarianism), which for him are life denying forces that actually pervaded the moral systems in history principally based on the dualism of good and evil. He then intends to fundamentally campaign against and challenge ultimately all forms of tradition, customs, and institutions and posit a revaluation of all human values going beyond good and evil. He believes that we need to renew and rebuild the master morality, which for him is the original system of morality (i.e. Homeric Greece), defined by health, power, wealth, and strength that are life affirming values. Men must strive to become 'free spirits,'[3] 'become what they are.' His statement that 'God is dead' is a declaration humanity has to pose in order for us to free ourselves from the dictates, control, and laws of the Judeo-Christian world and all other comprehensive doctrines. Along with this assertion is the idea of perspectivism,[4] the view that there is no such thing as one, true, objective, universal truth making any total and complete perspective on things failed affirming however multiple dimensions, diverse perspectives, and fluid

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[1]Friedrich Nietzsche, *Human All Too Human A Book of Free Spirits* (Cambridge: Cambridge University Press, 1996), ix.

[2]John Rawls, *Political Liberalism* (New York: Columbia University Press, 1993), 13, 175, 374.

[3]Friedrich Nietzsche, *Human All Too Human*, ss. 4, 11, 21, 211.

[4]Friedrich Nietzsche, *The Will to Power* (New York: Vintage Books, 1968), ss. 259, 493-507, 567-569.

viewpoints. A coherent sense of objective truth is replaced by a search of meaning out of meaninglessness and nihilism.[5] Nietzsche then posits the idea of 'ubermensch,'[6] a value-creating overman, continuously overcoming oneself as one creates and recreates, constructs and reconstructs, one's own sense of self and selfhood given the 'will to power'[7] (i.e. as 'pathos'), that which connotes strengths and capacities denoting possibility among other things, having self-reflective dimension, where power has itself as an object. Such overman has to require and embrace 'amor fati'[8] as he understands the idea of the 'eternal recurrence of the same'[9] (the ability to say 'yes' to life regardless of human situation and situatedness, even in the midst of suffering and joy, given the tragedy and comedy of human existence), which is the ultimate affirmation of the meaning of life.

Nietzsche's Self Actualization Ethics

Nietzsche believes that even in his time that philosophy, literature, and arts are flourishing, social sciences and natural sciences are maturing, new technologies are created, and transportation and communication are transforming western societies, 18th Century Europe is a modern period of complete nihilism, that there is a 'radical repudiation of value, meaning, and desirability' in human societies.[10] Seemingly, 'everything lacks meaning.'[11] The culprit for such meaninglessness is seen in the superstructures and metanarratives pervading in western culture highlighted by Christian

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[5]*Ibid.*, ss. 1-134 passim.

[6]Friedrich Nietzsche, *Thus Spoke Zarathustra: A Book for All and None* (Cambridge: Cambridge University Press, 2006), ss. 5-9.

[7]Friedrich Nietzsche, *Beyond Good and Evil: Prelude to a Philosophy of the Future* (Cambridge: Cambridge University Press, 2002), vol. I s. 13; idem, The Will to Power, passim.

[8]Friedrich Nietzsche, *The Gay Science With a Prelude in German Rhymes and Appendix of Songs* (Cambridge: Cambridge University Press, 2001), s. 276; idem, "Why I am so clever," in Ecce Homo in *The Anti-Christ, Ecce Homo, Twilight of the Idols, and Other Writings* (Cambridge: Cambridge University Press, 2005), s. 10 and "The Case of Wagner," in Ecce Homo s. 4; idem, *The Will to Power*, s. 1041.

[9]Friedrich Nietzsche, The Gay Science, s. 341; idem, Thus Spoke Zarathustra, ss. 177-178, 184-185, 262.

[10]Friedrich Nietzsche, The Will to Power, s. 7.

[11]*Ibid.*, s. 3.

philosophy, religion, and morals. He is absolutely opposed to the values promoted by any (i.e. moral, religious) authority. For him, these values are the values of the weak, a common herd morality, the so called lower moralities. He thinks that 'a false ethics is erected, religion and mythological monsters are then in turn called to buttress it, and the shadow of these dismal spirits in the end falls across even physics and the entire physics of the world.'[12] The Christian moral interpretation is the cause of absolute meaninglessness. Christianity 'desires to destroy, shatter, stupefy, (and) intoxicate. It is upon this pathological excess of feeling upon the profound corruption of head and heart that was required for it, (which) all psychological sensations of Christianity operate.'[13] Christianity, as the root of nihilism, corrupts human abilities. It alienates humanity from man himself. Hence, 'the entire history of a higher culture is permeated by the ever increasing spiritualization and deification of cruelty.'[14] There is a need for redemption, to free the human spirit from the bondage of false truth and reality. The human spirit has to 'deconstruct' his belief system. Christianity has to be critiqued, re-evaluated as a system. 'Christianity is a system, a whole view of things thought out together. By breaking one main concept out of it, the faith in God, one breaks the whole: nothing necessary remains in one's hands.'[15] And so Nietzsche declared that 'Gods, too, decompose! God is dead! God remains dead! And we have killed him!'[16] By breaking oneself from God and religion, man will be able to discover and reinvent himself given all infinite possibilities within him. Humans need to become fully and totally free, to be freed from the chains of the dominant culture, from religion, from God in order to realize their being and becoming, and become what they are. 'Men are capable of consciously resolving to evolve themselves to

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[12]Friedrich Nietzsche, *Human All Too Human*, vol. 1 s. 36.

[13]*Ibid.*, s. 114.

[14]Friedrich Nietzsche, *Beyond Good and Evil*, s. 229; idem, *On the Genealogy of Morality* (Cambridge: Cambridge University Press, 1997), vol. 2 s. 6.

[15]Friedrich Nietzsche, "Skirmishes," in Twilight of the Idols in *The Anti-Christ, Ecce Homo, Twilight of the Idols, and Other Writings* (Cambridge: Cambridge University Press, 2005), s. 5.

[16]Friedrich Nietzsche, *The Gay Science*, vol. III s. 125.

a new culture.'[17]   Such culture is the culture of the free spirits, defined by life affirming values (health, power, wealth, and strength). Free spirits then 'become those they are: human beings who are new, unique, and incomparable, who give themselves laws, who create themselves.'[18]

    'Dead are all gods: now we want the overman to live.'[19]   Now that man is free from God and religion, he is completely free to develop and harness all his potentials, to know and understand himself and recreate the world and reality given his complete and full human freedom. We need to discover in ourselves our plastic power, 'the capacity to develop out of oneself in one's own way, to transform and incorporate into oneself what is past and foreign, to heal wounds, to replace what has been lost, to recreate broken moulds.'[20]   The task of the free spirit is authentic existence. He has to necessarily forget the past, especially his bondage from religion and false ethics, and harness his memory that would contribute to his total self actualization. 'To be a self and to esteem oneself according to one's weight and measure that offended taste in those days... there is no point on which we have learned to think and feel more differently.'[21] The goal of every free spirit is to become 'ubermensch', the future human being who has overcome and gone beyond what the present human being is and continuously overcomes himself, self creation and self overcoming of what one has become, what one is becoming, and what one will become. Thus, the human being appears to be an antithesis in himself. One must continuously negate himself. 'Mankind is a rope fastened between animal and overman a rope over an abyss...What is great about human beings is that they are a bridge and not a purpose: what is lovable about human beings is that they are a crossing over and a going under.'[22] Humanity is a process, a continuous becoming,

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[17]Friedrich Nietzsche, *Human All Too Human*, vol. 1 s. 24.

[18]Friedrich Nietzsche, *The Gay Science*, s. 335.

[19]Friedrich Nietzsche, "On the Teachers of Virtue" in *Thus Spoke Zarathustra*, part 1, 3.

[20]Friedrich Nietzsche, *Untimely Meditations* (Cambridge: Cambridge University Press, 1997), s. 62.

[21]Friedrich Nietzsche, *The Gay Science*, s. 117.

[22]Friedrich Nietzsche, *Thus Spoke Zarathustra*, part 1, 7.

a reconstruction of oneself to continuously become better. Becoming an ubermensch is a free spirit continuously becoming and overcoming. The ubermensch is the better self, one 'who thinks in a different way from what he is expected to do regarding his origin, his milieu, his condition, and his position, or regarding the prevailing opinions of his time.' The 'ubermensch' is a free spirit beyond the Christian good and evil. The human being has to realize himself as 'ubermensch' through his will to power. The will to power is to set one's own values and one's own becoming, a ceaseless dynamic interplay of creative forces that operate on one another by way of action and resistance. It is basically engaged in the affirmation and enhancement of life, that always evaluates and revaluates certain perspectives, positing values that which creates (new) horizons. 'The profoundest laws of preservation and growth demand the reverse of Kant: that each one of us should devise his own virtue, his own categorical imperative.'[23] The notion of the human subject is seen not as a fixed singular substance, rather that of becoming, that the self is always in the process of creating and recreating, constructing and reconstructing itself. The self itself is a life project. He has to continuously and consistently overcome himself to find value and meaning in his life. Now that he is free from the shackles and bondage of faith and religion and after questioning the legitimacy of custom and social conventions, he has to set a new way of reinventing himself. His goal is to actualize himself and establish an authentic self-actualization ethics.

Such notion of the human self is formed not only out of his own autonomy but also in terms of historical labor of culture. The autonomous subject with freedom and conscience creating his own laws and legislating for himself given self-responsibility is a historical creation. The sovereign individual, as the autonomous and supramoral subject, is independent and liberal. He is now ready to establish social relationships and form common ethical and political identity.

The free spirit as 'ubermensch' gives and supplies meanings to himself and to all other free spirits with all other things, forming a community of free spirits. His world connotes dialectics of meanings and structures

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[23]Friedrich Nietzsche, *The Anti-Christ* (Cambridge: Cambridge University Press, 2005), s. 11.

articulating a free culture based on subjectivity. Hence, the human being cannot but to establish relationships and connections with all others, and this time, out of his self determination. His life world is a world of fellow free spirit, conceived with initiative and meaning attributed to his very own overcoming subjectivity. The free spirit is defined by his own condition of relatedness.

The free spirit recognizes the formation of identities within himself, as he continuously establishes different forms of relationships with the rest of the community of free spirits. These identities are moral identity and practical identity. Moral identity is a rational psychology.[24] Practical identity is a social psychology.[25] Both the moral and practical identities must form consistency and conformity with each other. Consistency here

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[24]Moral identity is a universal identity since it is an identity that underlies all aspects of social identity. Since all social roles reside in a person, the very fundamental identity then is the identity as being a person; being a human person capable of reflection looking for social and political principles. Moral identity serves as the repository for all other social identity. Social roles and identity must harmonize with the moral identity. Moral identity is tenable for some reasons. First, *moral identity treats the subject as the fundamental aspect of all sorts as human*. It makes us humans. It recognizes and asserts that all human endeavors should always be seen as an effort to affirm oneself in his very basic aspect, human nature for instance. Second, *moral identity appeals to humanity as such and posits a universal application*. It identifies the self where men as humans agree to follow and abide and bind themselves to the social and political principles they are able to articulate for each other. Third, *moral identity emerges from deep seated particular ties and commitments*. It is identified as the meta-entity to practical and social identity. Fourth, *moral identity is the universal ethical self*. Moral identity serves as the identity of all social identity. Man is basically human. With it flows the basic duty and obligation of man to himself as human. Fifth, *moral identity resolves conflicts of identities and re-sources the nature of such identities*. Moral identity serves as the groundwork and the final judge in the activities of various social identities.

[25]Practical identity refers to *a set of descriptions under which one values himself and finds his life to be worth living and his actions worth undertaking*. It regards all social roles that one has which is fundamentally the source of his reasons and obligations. This set of identities determines how one thinks of himself. His duties and responsibilities are attached to this social/practical identity. One's social identity is relative to his social background such as status, sex, profession, organization, class type, etc. These conceptions of us are very important because it gives rise to certain obligations. To go against them is to deny one's integrity and therefore identity.

means that what is desired and exercised by practical identity must be at the same time willed by the moral identity. Recognizing the premise that moral identity has the lexical priority over the practical identity, the latter should be in cognizance or parallel with the former. Conformity here means there is a squaring up or adequation between the two identities. This means that practical identity and moral identity must be taken as one and the same thing. The difference between the two descriptions is that there is ordering and following in consistency whereas in conformity there is congruence. When consistency and conformity define the relationship between the two identities, the free spirit, now holistic and still a plurality or multiplicity, grounds himself more to his experience in his life world as 'ubermensch'. This is because his approach in his experience is not fragmented, divided, and partial; rather there is an attempt for becoming wholeness.

Human freedom, as self-determination, is said to be the qualifying value of the free spirit. Freedom is a liberal value. It is out of freedom that free spirit is able to follow the rules and principles he has formulated to himself. It becomes a moral obligation on his part to observe these rules. The person has the moral duty to make and unmake moral principles that

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And in case there is conflict, some parts of it are shed. This shedding is intended to stabilize in order for one to continuously think of himself under a set of descriptions in which he values himself. Since the reflective structure of human identity requires identification of oneself to some law or principle to govern his choices, the autonomous self is the source of normativity and obligation. In this sense, a certain identity should rise up from social or practical identity. It is better to think of oneself, to value himself, to be governed by value he places to himself such as by being human simply, and as a member of the human race. To value oneself as a human being is to have moral identity. Valuing oneself as a human being posits valuing others (and with it are moral obligations). It is necessary for one to have some conceptions of his practical identity (particular ties and commitments) he has in certain community, for without this social identity he cannot have reasons to act. He endorses or rejects his impulses by determining whether they are consistent with the ways he identifies himself. It is a reason he has only if he treats humanity as practical, normative form of identity. He must value himself if he is to value anything at all. And if he has to have practical identity, he must recognize himself to have moral identity. To treat his human identity as normative which is a source of reasons and obligations is to have moral identity.

[25]John Rawls, 19, 34, 81, 108.

would lead him become a better self. And at the same time, this suggests self-distantiation. He is able to distance himself from the society as he reflects and discerns on what principles are best that would bring him to good life 'beyond good and evil'. The free spirits, now as citizens as free, are able to pursue their conceptions of the good given their moral powers. 'Their freedom consists in their possession of the two moral powers, which define their sense of autonomy, but at the same time are conditions for open and communal principles. These moral powers are a capacity for a sense of justice and for a conception of the good.' The free spirit, though autonomous, is social in a sense that he is always in a given social milieu. This gives the idea that the rules he has formulated could parallel or cohere to the communal principles. It is because the free spirit and free society are interconnected and interrelated. The two moral powers bring the free spirit to his free society. The moral powers bridge the gap between the personal rules and social principles. They make the autonomous self as a cooperating member of his free society, with other free spirits. They define his autonomy and at the same time his public life. The autonomous free individuals in the well ordered free society cooperate for the reason of mutual advantage. Each sees the significance of cooperation in realizing and promoting his sense of the better life. This suggests that every free spirit is able and willing to conform his pursuit of the better life to public principles in the community of free spirits. This leads him to participate in the social deliberations for public political principles (i.e. justice). It becomes now his desire to conform his pursuit of freedom his moral expectations from others to the public social principles.

Conclusion

The paper provides a perspective on the notion of human agency reconstructing the idea of political self through the 'self actualization ethics' of Friedrich Nietzsche. The study provides some implications of the idea of political self in relation to the conception of 'ubermensch'. Such conception of self would establish the social and political relationships of the sovereign individuality of the 'free spirit'. The discourse rests on the premise that the social and political identity of human agency cannot be alienated or separated from the moral (or ethical) or personal identity. The conception of the self

as a perpetual formation through interaction with the world is political and that is bound up with an ethics. The subjectivity becomes a form of praxis. The self is a dynamic formation that depends on action. To give form to a political self requires interhuman horizon of meaning. To care for the self is to care for others. To feel one's humanity is to feel others' humanity. Self actualization becomes a public matter and ethics concerns the 'participation' of human persons as free spirits and at the same time as citizens. Hence, the idea of political self is a reconstruction of ethics and politics.

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THE IMPLEMENTATION OF THE PHILIPPINE GOVERNMENT ELECTRONIC PROCUREMENT SYSTEM (PhilGEPS) IN THE BICOL REGIONAL OFFICES

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Introduction

Information and Communication Technology has been continuously adopted by many nations to enhance business transactions and government services. Nowadays, many nations have developed e-commerce systems, and are rapidly expanding the use of knowledge of ICT by establishing public e-procurement and digital collaboration between government and private sectors. This does not only facilitate the process but also minimize exposure to fraud and collision.

Procurement is the acquisition of appropriate goods and/or services at the best possible total cost of ownership to meet the needs of the purchaser in terms of quality and quantity, time, and location.

Procurement life cycle in the modern businesses usually consists of seven steps: (a) *information gathering*; if the potential customer does not have an established relationship with sales/ marketing functions of suppliers of needed products and services (P/S), it is necessary to search for suppliers who can satisfy the requirements; (b) *supplier contact*; when one or more suitable suppliers have been identified, requests for quotation, requests for proposals, requests for information or requests for tender may be advertised, or direct contact may be made with the suppliers; (c) *background review*; references for product/service quality are consulted, and any requirements for follow-up services including installation, maintenance, and warranty are investigated. Samples of the P/S being considered may be examined, or trials undertaken; (d) *negotiation*; negotiations are undertaken, and price, availability, and customization possibilities are established. Delivery schedules are

negotiated, and a contract to acquire the P/S is completed; (e) fulfillment; supplier preparation, expediting, shipment, delivery, and payment for the P/S are completed, based on contract terms. Installation and training may also be included; (f) Consumption, maintenance, and disposal; during this phase, the company evaluates the performance of the P/S and any accompanying service support, as they are consumed; and (g) renewal; when the P/S has been consumed and/or disposed of, the contract expires, or the product or service is to be re-ordered, company experience with the P/S is reviewed. If the P/S is to be re-ordered, the company determines whether to consider other suppliers or to continue with the same supplier.

Government procurement on the other hand, also called public tendering or public procurement, is the procurement of goods and services on behalf of a public authority such as, a government agency. With 10 to 15% of GDP in developed countries, and up to 20% in developing countries, government procurement accounts for a substantial part of the global economy. To prevent fraud, waste, corruption or local protectionism, the law of most countries closely regulates government procurement. It usually requires the procuring authority to issue public tenders if the value of the procurement exceeds a certain threshold.

In the Philippine setting, with the coming of the information age, new technologies started to thrive. In response to the challenge of e-government, the Government Electronic Procurement System or the G-EPS, was launched on November 22, 2000 through E.O. No. 322, and the Implementing Rules and Regulations of E.O. No. 262 issued on October 10, 2000. The G-EPS is an integral part of the comprehensive government procurement reform program designed to improve transparency, efficiency and value for money. The pilot system now in place is an information site consisting primarily of a Public Tender Board, Electronic Catalogue and a Supplier Registry.

The G-EPS serves as the official system to advertise and distribute specifications for public bidding opportunities and also contains information related to doing business with the government such as rules and regulations, press releases, a directory of government agencies and contacts, planned and historical agency procurement, bid matching for suppliers, potential competitors, winning bidders, and a frequently asked questions section. The

next step is to make other aspects of the procurement process available to all stakeholders like the Virtual Store which supports online procurement of both common and non-common use items; the Electronic Payment; Charges and Fees or the User Fees which is charged for system usage and downloading of bid documents; and, the Electronic Bid Submission.

Now called the PhilGEPS, it is considered to be the bridge and source of information on the procurement of common goods, civil works and general support services and it is being upgraded to conform to the many and varying requirements of time and clients.

Electronic procurement provides opportunities to strengthen procurement efficiency, and thus to improve the timely and cost-effective delivery of public services, besides facilitating public access to procurement information. Electronic Government Procurement (e-GP) has been proven to produce transparency and significant savings for those countries that can implement it successfully. A very effective tool in the fight against corruption, it also promotes integration and stimulates greater productivity not only in government but also in small and medium-sized enterprises. The Government of the Philippines is implementing an electronic procurement system (EPS) for government entities, which it regards as an important anticorruption initiative and a critical part of its governance agenda.

The Philippines used to have more than 100 laws, rules, and regulations on government procurement. In January 2003 this fragmented and cumbersome system was replaced with the Government Procurement Reform Act, which provided for "the modernization, standardization, and regulation of the procurement activities of the government." The law was designed to streamline the Philippine procurement system, reduce opportunities for graft and corruption, harmonize the system with international standards and practices, and promote transparency, competitiveness, streamlined procurement, accountability, and public monitoring. The PhilGEPS is now managed by PS-DBM under the supervision of the Government Procurement Policy Board (GPPB), an interagency policy and monitoring body mandated to handle all public procurement matters and to protect the national interest in all such matters. The GPPB is headed by the secretary of budget and management as chair and the director-general of the National Economic and Development Authority as alternate chair. The secretaries of

public highways, finance, science and technology, health, trade and industry, education, defense, energy, and interior and local government are members, together with a representative from the private sector to be appointed by the President upon the recommendation of GPPB.

The Government Procurement Reform Act requires the use of PhilGEPS by all national government agencies, government-owned and controlled corporations, government financial institutions, state universities and colleges, and local government units. Suppliers, manufacturers, contractors, and consultants must be registered in the system. The use of PhilGEPS will improve transparency in government procurement since opportunities to trade with government and the ensuing transactions are provided online. Information about the winning bidder, the reason for the award, and the contract amount is currently accessible through the system. Phil-GEPS gives suppliers continuous access to government bid opportunities. Suppliers no longer have to visit government agencies to monitor bid notices. The bid-matching feature of the system allows them to be notified automatically by e-mail if newly posted government opportunities match their line of business.

Government entities are required to post all procurement opportunities, bid results and other related information on procurement of: (a) goods and general support services, (b) civil works and (c) consulting services. The PhilGEPS objectives are: (a) establish an open, transparent, efficient and competitive marketplace for government procurement, (b) better prices, terms and conditions, (c) build the framework to continually improve the procurement processes, and (d) maintain sustainability over long-term.

Specifically, PhilGEPS is said to be beneficial to the government as: (a) it improves transparency in government procurement, (b) increases competition resulting in more competitive pricing, (c) reduces procurement costs, (d) provides audit trails (report on government purchases an winning bidders), (e) helps implement government procurement policies, and (f) other stakeholders (CSOs) gain access to procurement information and participate in policy making and monitoring of procurement process.

PhilGEPS is envisioned to be beneficial to suppliers for the following reasons: (a) it provides suppliers easy access to government tenders 24/7, (b) provides electronic documents for download, (c) provides suppliers automatic

notification of bid notices and supplements, (d) saves on transportation costs and time, and (e) enables to do market research on government procurement.

Studies show that, PhilGEPS recorded Php564, 055, 482.00 realized savings on newspaper advertisements from April 2001 to December 2010. Agencies registered as of March 2011 is at 11,749 while registered suppliers as of March 2011 is 50,435. From August 2006 to December 2010, notices posted reached 1,067,565 while posted awards are recorded at 193,877. Total pass thru amount from 2006 to December 2010 is at Php 3,321,951,195,518.00. Awarded contracts in 2006 is 28.6B, in 2007 44.9B, in 2008 43.5B, in 2009 66.5B and in 2010 57B.

While there are already general studies being conducted to evaluate the implementation of GEPS in the national government, there is no formal study conducted yet for regional offices. Thus, this study is anchored on the implementation of PhilGEPS in the Bicol Regional Offices. The Bicol Regional Offices for this study are: Department of Education, Department of Interior and Local Government, Bureau of Internal Revenue, Department of Health, Department of Public Works and Highways, Home Development and Mutual Fund, Department of Labor and Employment, Department of Environment and Natural Resources, Department of Agrarian Reform and Commission on Audit. These are based on the departments that received highest budget allocation in 2012. The result of the study can be used to identify common issues and concerns of regional offices regarding PhilGEPS and recommend appropriate actions to improve implementation of such. This study is likewise relevant to the field of Management basically due to the following reasons: (a) this tackles the 6 M's of Management namely (a.1) money, (a.2) manpower, (a.3) material, (a.4) machine, (a.5) methods and (a.6) mother nature or environment and, (b) this involves cause and effect analysis and discussion which is considered as one of the major functions of management to arrive at an effective course of actions to improve an existing process.

This study determines the implementation of the Government Electronic Procurement System in the Bicol Regional Offices and identifies loopholes in its implementation and the weaknesses of the system with the end view of strengthening and enhancing it. Specifically, the study sought answers to the following questions on the condition of the selected agen-

cies as PhilGEPS implementers in terms of technology, people, structure. It also aimed to answer the question on the problems encountered in the implementation of the PhilGEPS in the Bicol Regional Offices along transparency, competitiveness, streamlined process, system of accountability, public monitoring. This study also sought to answer the causes of the problems encountered in the implementation of the PhilGEPS in the Bicol Regional Offices. And finally, the study will show what activities are undertaken to solve these problems and what can be recommended to improve the implementation of the PhilGEPS in the Bicol Regional Offices.

Cells conducted a study on the implementation of the New Government Accounting System (NGAS) on local economic enterprises in the Bicol Region. It was found out that there was NGAS implementation in all areas along fiscal management (revenue generation and cost management) and along operational management (planning, directing and controlling).

The study of De Guzman determined the implementation status of Executive Order No. 72 by the cities and municipalities in Region V. He gauged the extent of implementation thru the perception of the local planning and development coordinators in terms of plan formulation activities such as: data gathering, sectoral planning, plan integration, public hearing, public review and adaptation, and plan approval. The study also sought to know the problems encountered, measures undertaken and recommendations offered by local government units on the planning stages and policy recommendations to improve the implementation of EO No. 72.

De Guzman identified the following problems in the plan formulation stage: lack of support staff, outdated socio-economic and physical profile and lack of sectoral data. Likewise identified problems in the plan review and adoption stage are: the urgent concerns of the local Sangguniang Bayan, absence of an approved provincial physical framework plan, inaction on the part of the provincial land use committee, and lack of technical knowledge on plan review/approval.

The study recommended that additional training for planning staff/personnel and local land use committee members be conducted; additional technical staff/personnel for planning offices be provided; prompt/ready assistance support from national government agencies be made available; there should be involvement of local effective officials, NGOs, an POs in

the land use planning process; installation of Management Information System (MIS); establishment of data bank; and prioritization and allocation of sufficient funds for land use plan preparation.

The study of De Guzman is related to the present study about PhilGEPS because both are concerned with implementation and problems encountered in the implementation process.

Method

The study is anchored on the Anatomy of a Problem by Kepner and Tregoe which states that a problem is a deviation or discrepancy from the expectation, standard, or norm. Discrepancies are symptoms or manifestations of a departure from the expectation caused by something which is unknown. The cause and effect logic of the problem is the foundation of Kepner and Tregoe's theory of a problem.

In this study, first, the condition of the selected PhilGEPS implementers have been identified in terms of technology, people and structure. Problem analysis follows on the identification of the problems encountered in the implementation PhilGEPS in the Bicol Regional Offices after which, causes and effects of the problems are also identified. From there, activities undertaken to improve the implementation of PhilGEPS are determined. Results of problem identification as well as results of cause and effect recognition lead then to the formulation of recommended actions to improve the implementation of PhilGEPS in the Bicol Regional Offices.

Conceptual Frameworks

The condition of the selected PhilGEPS implementers along technology, people and structure were determined. Problems in the implementation of PhilGEPS in the Bicol Regional Offices were also identified along the following variables: (a) transparency; (b) competitiveness; (c) streamlined process; (d) system of accounting; and (e) public monitoring. For every problem, there is/are corresponding causes thus the study identified those as well as the existing activities being undertaken to solve the problems and to improve implementation of the PhilGEPS in the Bicol Regional Offices. After determining the existing problems, causes of the said problems and activities undertaken to solve these problems, additional or more effective

and necessary solutions/actions are finally recommended to improve the implementation of the PhilGEPS in Bicol Regional Offices.

The study used the documentary analysis to determine the condition of the selected agencies as PhilGEPS implementers in terms of technology, people and structure. Descriptive and survey method were adopted to identify the problems encountered in the implementation of PhilGEPS along transparency, competitiveness, streamlined process, system of accountability and public monitoring; its causes and activities undertaken to solve the identified problems. Questionnaire was used to facilitate survey method of the study.

Primary data were drawn from the respondents of the study. These consisted of the BAC Chairman and 2 BAC members of ten (10) Bicol Regional Offices in Legazpi City. Chosen Bicol Regional Offices were based on the top agencies who received the biggest 2012 budget allocation.

Five specific problems of the study were observed:

1. Letter asking permission to conduct the study was prepared and personally given to the Regional Directors.

2. After permit to conduct study was released by the Regional Offices, the questionnaires were distributed to the respondents.

3. Retrieval of questionnaires was achieved through continued follow-up. It took more than two weeks to retrieve the questionnaires. There were agencies that neglected to accommodate the study since their BAC is based in their respective Head Offices. Furthermore, agency under social services sector, though one of the agencies that received highest 2012 allocation was not captured in the study due to time constraints. The agency responded to the request three weeks after the permission letter was given to the office and it required Chapters 1 – 3 of the study prior approval to proceed with the survey. As a result of the inability of some targeted agencies based on those receiving highest budget allocations to participate in the survey, the research resorted to agencies having bulk day-to-day transactions to complete the 10 Bicol Regional Offices. Lastly, there was a participating agency that instead of 3 BAC members who should answer the survey, it was just accomplished by one and that also represents the answers of the remaining 2 respondents.

4. The condition of the selected agencies as PhilGEPS implement-

ers in terms of technology, people and structure were determined through documentary analysis.

5. The problems encountered in the implementation of PhilGEPS, causes of the identified problems, and activities undertaken to solve the problems were all taken from the responses of the BAC members of the chosen Bicol Regional Offices.

The recommendations for the improvement of the implementation of PhilGEPS were formulated after the analysis of the responses of the BAC members of 10 chosen Bicol Regional Offices. The questionnaires were administered to gather data from the respondents.

Table 1
Distribution of Respondents

Bicol Regional Office	No. of Respondents
Department of Education (DepED)	3
Department of Interior and Local Government (DILG)	3
Bureau of Internal Revenue (BIR)	3
Department of Health (DOH)	3
Department of Public Works and Highways (DPWH)	3
Home Development and Mutual Fund (HDMF)	3
Department of Labor and Employment (DOLE)	3
Department of Environment and Natural Resources (DENR)	3
Department of Agrarian Reform (DAR)	3
Commission on Audit (COA	3
TOTAL	**30**

The questionnaire has 5 questions. First question is to determine problems encountered in the implementation of PhilGEPS along the areas of (a) transparency, (b) competitiveness, (c) streamline process, (d) system accountability and (e) public monitoring. Respondents were requested to choose or check as many items as they deemed applicable among the given possible problems and they are also requested to add inputs in case there are

existing problems encountered that are not included in the given choices. To determine the causes of the problems, the 6 M's of Management was used as the given choices. The respondents were requested to rate the 6 M's where 1 is the highest or top contributor of problems and 6 is the least problem contributor. Table 2 shows the 6 M's of Management with the equivalent variables in PhilGEPS.

Table 2
6 M's of Management vis-à-vis PhilGEPS Variables

6 M's	PhilGEPS Variables
Money	National/Local Budget for PhilGEPS Process
Manpower	Administrators/Users / Beneficiaries of PhilGEPS
Material	PhilGEPS brochures, documents, et al that inform users/beneficiaries about PhilGEPS process
Machine	PhilGEPS System, internet access
Methods	PhilGEPS process flow
Mother Nature	Environment (National or Local PhilGEPS setting)

To determine the activities undertaken to solve the identified problems, the respondents were requested to choose as many items as they deemed applicable among the given list or choices and they were also allowed to add inputs they encountered that are not included in the list provided to them.

The responses of the respondents were afterwards tabulated and analyzed using the statistical treatment such as frequency count and simple percentage.

Result

The following items are discussed: (a) condition of the selected agencies as PhilGEPS implementers in terms of technology, people and structure; (b) problems encountered in the implementation of Phil-GEPS in the Bicol regional offices along transparency, competitiveness, streamlined process, system of accountability and public monitoring, (c) causes of these problems, (d) activities undertaken to solve the problems and (e) recommendations to improve the implementation of PhilGEPS in the Bicol Regional Offices.

Table 3
Profile of the Respondents/BAC Members

Government Agency	No. of Respondents	Age	No. of Years in Service	Position
BIR	1	47	24	Chief Assistant Division
	2	42	11	Chief Legal Division
	3	49	15	Chief Legal Division
DepEd	1	52	30	Budget & Finance Dir.
	2	58	30	Chief Admin. Officer
	3	56	33	Teacher Credentials Evaluator II
DOH	1	57	27	Planning Officer III
	2	54	32	Laboratory/Med Tech II
	3	54	NI	Health Operations Division
DPWH	1	62	NI	Asst. Regional Dir.
	2	55	34	Admin Officer V
	3	59	37	Chief Admin. Officer
HDMF/ Pag-Ibig	1	47	21	Admin I
	2	47	23	Division Chief III
	3	52	22	Cash and Admin III
DOLE	1	NI	NI	Supervising LEO (Labor Employment Officer)
	2	NI	NI	Chief Admin Officer
	3	NI	NI	Chief LEO
DENR	1	59	35	Chief, Finance Div.
	2	42	18	FMS II
	3	63	41	AOV
DAR	1	NI	NI	NI
COA	1	NI	30	SA V
DILG	1	52	29	LG Med. Chief
	2	59	35	Chief Admin. Officer
	3	58	35	Asst. Div. Chief

Notes: NI = Not indicated

Condition in this study is used as state of the selected agencies whether they are equipped in terms of technology, and competitive enough in terms of people and structure to implement and carry out the PhilGEPS process. Looking at the profile of the respondents from the 10 selected Regional Offices (Table 3), it can be noted that BAC members are already more than a decade working for the agencies and mostly are 50 years of age. For the position, table 3 shows that appointed BAC members belong to the middle up to the top level management.

From these data, it can be interpreted that BAC members are expected to deliver their functions to the most effective and efficient manner due to their vast experiences in their respective field of specialization. These however are not the sole indicator of how competitive they can be in terms of the delivery of their functions as members of BAC.

Table 4
Causes of Problems in the Implementation of PhilGEPS

Causes of Problems 6 M's of Management	Rank 1 (highest contributor)	Rank 2	Rank 3	Rank 4	Rank 5	Rank 6 (lowest contributor)
	F	*F*	*F*	*F*	*F*	*F*
Money	5	2	2	3	6	3
Manpower	3	3	9	7	-	-
Material	-	1	8	8	5	-
Machine (System)	7	9	3	2	1	-
Methods (Procedure)	11	6	1	4	5	-
Mother Nature (Environment)	-	1	-	1	3	16
RESULT:	Methods (Procedure)	Machine (System)	Manpower	Material	Money	Mother Nature

Taking into consideration the 4th table which discloses the response of the BAC members of the selected agencies, there are other factors that contribute to the emergence of problems along the implementation of Phil-GEPS which affect the expected output of PhilGEPS process. As identified by the respondents the first major contributor is the Method, followed by

the Machine and 3rd is Manpower. Detailed discussion of these 6 M's of Management will be tackled in the succeeding pages (Causes of the Problems Encountered in the Implementation of PhilGEPS). Meanwhile, these data show that BAC members and/or implementers are having difficulty with the Methods which refer to the PhilGEPS procedure, Machine which refers to the technology appended with the new procurement system and Manpower which refers to the human resources or participants of PhilGEPS. These factors though might differ depending on the resources and capabilities of each agency. Take a look for instance the figures in table 5. It can be noted that ranking of the causes of problems differs per Regional Office.

Table 5
Ranking of 6 M's of Management as Causes of PhilGEPS Problems of the 5 Selected Regional Offices

Government Agencies	Respondent	6 M's of Management						Ranking
		Money	Manpower	Material	Machine	Methods	Mother Nature (Environment)	
HDMF	A	6	3	4	1	2	5	• Machine
	B	3	4	5	2	1	6	• Methods
	C	6	3	4	1	2	5	• Manpower
DOLE	A	5	4	3	2	1	6	• Machine
	B	5	4	3	1	2	6	• Methods
	C	5	4	3	1	2	6	• Manpower
DENR	A	4	1	3	2	5	6	• Money
	B	1	2	3	4	5	6	• Manpower
	C	1	2	3	4	5	6	• Material
COA	A (rep. of B & C)					1	6	• Methods
DILG	A	3	4	5	2	1	6	• Methods
	B	4	3	5	2	1	6	• Machine
	C	4	3	5	2	1	6	• Manpower

The Home and Development Mutual Fund/Pag-Ibig Fund (HDMF) for instance rates machine as the highest contributor to the problems in the implementation of PhilGEPS. It was followed by methods and manpower. The Department of Interior and Local Government (DILG) on the other hand identifies methods as the primary cause of PhilGEPS problems followed by machine and manpower. This connotes that HDMF might have fewer computer units or poor internet connections that hinders them to

access PhilGEPS website compared with DILG. DILG usually encounters problems in the PhilGEPS process compared with HDMF which might have clearer and organized PhilGEPS practices within their agency. This generally shows that condition of the selected agencies as PhilGEPS implementers differs from one agency to another. It can be due to their available resources or due to their defined processes within their organization.

Along problems encountered in the implementation of PhilGEPS, the criteria used are transparency, competitiveness, streamlined process, system of accountability, and public monitoring.

Transparency implies openness and communication. Transparent procedures include open meetings, financial disclosure statements, freedom of information legislation, budgetary review, audits, etc. In this study, transparency is treated as how open/accessible PhilGEPS is to the aspiring participants and to the public.

Table 6 shows that among the five problems provided the following are the top 3 items chosen by the respondents and got the highest frequency count or percentage rank: (a) Limited knowledge of participating sectors in the PhilGEPS process (63%), (b) system problem that disables users to access PhilGEPS website (53%), and (c) lack of campaigns regarding procurement processes, activities and bidding opportunities, (30%).

Table 6
Problems Encountered Along Transparency

Problems	Response	
	Frequency	*Percentage*
System problem that disables users to access PhilGEPS' website	16	53%
Narrow dissemination of bid opportunities	2	7%
Limited knowledge of participating sectors in the PhilGEPS process	19	63%
Lack of campaigns regarding procurement processes, activities and bidding opportunities	9	30%
Attitude of officials handling procurement unit in disclosing procurement	1	3%

Limited knowledge of participating sectors regarding PhilGEPS process means public and private sectors, groups or entities that are qualified to participate in PhilGEPS are not fully aware of the nature, features and processes of PhilGEPS. For the government agencies, limited knowledge in PhilGEPS process might lead to difficulty in posting bidding invites/opportunities and difficulty in posting awards notices. For public and private sectors on the other hand, lack of knowledge on how to access PhilGEPS might lead to non-registration and inability to view bidding opportunities. These scenarios oppose the value of transparency.

System problem that disables users to access PhilGEPS website includes website errors or any form of website malfunction including non-availability of internet access that hinders users to access PhilGEPS system and limits their ability to be updated of the bidding opportunities. PhilGEPS basically requires solid internet connection. Those government agencies without reliable internet connection do not have the ability to access PhilGEPS thus cannot follow the required posting of bidding opportunities online. Public or private bidders, suppliers or buyers on the other hand cannot participate in the required bidding process if they do not have internet access. As a result, at times, there are still unposted government procurements that did not go through the required PhilGEPS process – procurements have not been published in the portal, bidders are not registered in PhilGEPS and awarded bidder was not posted in the portal. These contradict the main objective of PhilGEPS, that is, to attain transparency in government procurements.

When respondents chose "lack of campaigns regarding procurement process, activities and bidding opportunities", it implies that they do not receive enough information and training on how to fully utilize the procurement systems. Some websites for instance features the questions of government BAC members regarding PhilGEPS like "how to post procurement projects in PhilGEPS," how to register in PhilGEPS," and "how to post awards in PhilGEPS."

Since transparency in this study is treated as how open/accessible PhilGEPS is to the aspiring participants and to the public, it is just acceptable that limited knowledge of the participating sectors and system problems got the highest percentage on the survey in terms of the PhilGEPS problems

along transparency. These two problems are the roots of other problems. It is the knowledge coupled with the reliable systems that should have been on the lead towards the attainment of the goals and objectives of the PhilGEPS process. How can the public trace all transactions; how can fraud and corruption be prevented and how can the concerned group provide or perform audit trail when only few, if not all, lack knowledge about the core PhilGEPS concepts and processes. Or in other case, if people are well informed of the e-procurement process but there is a technical problem or system failure, still, transparency will be affected and PhilGEPS process will hardly be followed.

Competiveness refers to the characteristic of PhilGEPS in terms of extending equal opportunity to enable private contracting parties who are eligible and qualified to participate in public bidding. The top 5 problems in the area of competitiveness is shown in table 7: (a) Limited number of participants and electronic transactions (60%), (b) inability of private contracting parties who are eligible and qualified to participate in public bidding (47%), (c) lack of considering the needs of users in the procurement systems (33%), (d) lack of knowledge and doubt in the use of PhilGEPS (30%) and (e) lack of human resources (23%).

PhilGEPS initiators envision giving equal opportunities to both public and private sectors to participate in the acquisition of goods and services of the government. This however is not fully attained due to some flaws along the implementation of PhilGEPS. One blog for instance states that in their region, there is the indifference of local suppliers to the mandatory requirement that they should be registered with PhilGEPS. There are few establishments which are registered. In the transportation business, even their biggest firm in the region is not registered with PhilGEPS. It is only from local business establishment who are internet savvy that they can expect responses to the posted Request for Quotations (RFQ). When nobody responds to the posted RFQ, it hinders the delivery of basic services.

Moreover, there can be some instances that quality of products or services might be at stake along the procurement process. Since legal procurement must pass through PhilGEPS, it is necessary that bidders must be PhilGEPS registered. In the event that only 1 responded to the RFQ and deemed qualified as bidder but offers poor quality of product or services,

and the other party offers better quality but not PhilGEPS registered, the former will be chosen over the latter and the quality of products and services now become at stake.

Table 7
Problems Encountered Along Competitiveness

Problems	Response	
	Frequency	*Percentage*
Lack of better adoption strategy	5	17%
Lack of considering the needs of users in the procurement systems	10	33%
Lack of continuous program development	3	10%
Lack of competitive architectural / program design	3	10%
Budget pressure	3	10%
Limited number of participants and electronic transactions	18	60%
Lack of coordination among participating agencies	3	10%
Lack of knowledge and doubt in the utility of PhilGEPS	9	30%
Lack of support from the national government		0%
Lack of human resources	7	23%
Resistance to change	5	17%
Inability of private contracting parties who are eligible and qualified to participate in public bidding	14	47%

Reviewing the PhilGEPS online registration, there are some mandatory fields like form of organization, organization type, incorporation date, number of employees, previous year's revenue and email address that hesitates low profile suppliers to register whether or not they can offer quality products and services. These suppliers in turn might just depend on non-strict government agencies that could offer them procurement opportunities without requiring them to be PhilGEPS registered. These can be true to those agencies still implementing Padrino system and this practice still contradicts transparent and competitive procurement as envisioned by PhilGEPS.

On streamlined process which refers to the principle that government

procurement shall be simple and made adaptable to advances in modern technology in order to ensure an effective and efficient method, the 5 main problems encountered in the implementation of PhilGEPS along this area are: (a) limited knowledge / inexperience of designated employees on the use and operation of the software and hardware components of the system (67%), (b) lack of computer facilities (40%), (c) lack or absence of internet access in the area, (d) limited knowledge / inexperience of participating public/private sectors in the PhilGEPS processes and (e) absence of a facility to validate the information of the suppliers in as far as legitimacy of their business operations are concerned; the last three all got 47%.

Table 8
Problems Encountered Along Streamlined Process

Problems	Response	
	Frequency	*Percentage*
Lack of computer facilities	12	40%
Lack or absence of internet service in the area	14	47%
Limited knowledge / inexperience of designated employees on the use and operation of the software and hardware components of the system	20	67%
Complicates processes	8	27%
Ineffective and inefficient bidding method	3	10%
Limited knowledge / inexperience of participating public/private sectors in the PhilGEPS processes	14	47%
Lack of campaign / marketing of GEPS processes and services	9	30%
Absence of a facility to validate the information of the suppliers in as far as legitimacy of their business operations are concerned	14	47%
Resistance to change	9	30%
Budget pressure	3	10%

Since BAC members are mostly 50 years and above it is acceptable for them to choose limited knowledge/inexperience of designated employees on the use and operation of the software and hardware components of the

system as primary problem along streamlined process. It is already a challenge for them to adapt to modern technology and performing the PhilGEPS process like posting a bid notice, attaching a bid bulletin/supplement, posting a notice award and adding suppliers in the DLR, it is quite necessary for them to undergo series of trainings on how to navigate the system.

Choosing lack of computer and internet access as second and third problems means that technological concern is common to most of the government agencies. With the online procurement, overall procurement process can be simple and adaptable to users.

Public and private bidders likewise need tutorials on the PhilGEPS system for them to fully participate in the government procurement. As previously stated only internet savvy suppliers can be expected to participate in this online procurement endeavor thus campaign for essentials of this system is required to invite all public and private, both high or low profile bidders to partake.

As shown in table 9 the perception of the respondents in terms of the problems encountered along the area of system of accountability: first, absence of a facility to validate the information of the suppliers in as far as the legitimacy of their business operations are concerned (60%). Alongside encouraging public and private bidders to participate so that government agencies would have various potential suppliers of goods and services, it is also important to note the validity of these suppliers as far as legitimacy of their businesses are concerned. This is to protect the government agencies from illegal transactions thus attain major objective of PhilGEPS – that is to minimize graft and corruption along procurement.

Second is the absence of system security. Though system requires user id and password in order to participate in the procurement process, still anyone can view the posted bidding opportunities. Viewing alone can give non-registered bidders the idea where to go and might negotiate with procuring parties without registering to PhilGEPS thus putting again the procurement process in non-transparent means. Third is the absence of clear and defined PhilGEPS legal and accountability mechanisms. Currently, there is no existing legal action to those agencies and parties who violated the PhilGEPS process. There are still government procurements that do not go through the required process and there are still bidders who are not

registered in PhilGEPS. Moreover, there are still procurements with low quality of goods and services leading to non-attainment of efficiency goal.

Table 9
Problems Encountered Along System Accountability

Problems	Response	
	Frequency	*Percentage*
Absence of a facility to validate the information of the suppliers in as far as the legitimacy of their business operations are concerned	18	60%
Absence of better adoption strategy	10	33%
Absence of system security	12	40%
Absence of clear and defined PhilGEPS legal and accountability mechanisms	12	40%
Occurrence of evident abusive and fraudulent transactions	3	10%
Absence of defined and clear laws and regulations on public procurement	1	3%

On public monitoring which refers to the characteristic of PhilGEPS in terms of giving the opportunity to the public to become aware and monitor the PhilGEPS' process, the top 3 problems encountered in the implementation of PhilGEPS are: (a) limited knowledge / inexperienced participating public/private sectors in the PhilGEPS processes (63%), (b)unpublished awarded contracts (53%) and (c) system/website problem that hinders update of recent procurement processes, activities and opportunities (43%).

PhilGEPS is of no use or value if the public is not aware of its features, nitty-gritty and importance. No one will dare to open the website if the interest of the people to do is not stimulated. System problem is again identified as problem in this area since the PhilGEPS cannot be visible to the public without a sound internet connection.

It can be noted that among the 5 areas, the problems identified in the implementation of PhilGEPS are almost the same and/or interrelated. Without a streamlined process, transparency and competitiveness cannot be attained. System of accountability needs to be established so that both the government agencies and aspiring public and private bidders would be responsible in carrying out the online procurement. With that, public would

have access to PhilGEPS with the end view of having a legal and efficient government procurement process.

Table 10
Problems Encountered Along Public Monitoring

Problems	Response	
	Frequency	*Percentage*
Unpublished awarded contracts	16	53%
Lack of considering the needs of users in the procurement systems	7	23%
Lack or absence of internet service in the area	9	30%
Limited knowledge / inexperienced participating public/private sectors in the PhilGEPS processes	19	63%
Lack of campaign/marketing of PhilGEPS processes and services	11	37%
System/website problem that hinders update of recent procurement processes, activities and opportunities	13	43%

Based on the identified problems and causes of these problems, general effects of these in the implementation of PhilGEPS can be formulated. First, because of unclear methods and unreliable internet connection and/or lack of computer facilities, posting of bidding opportunities and awarded contracts by government offices are hampered. Public and private potential bidders on the other hand find it difficult to register and access PhilGEPS website leading to small number of participating bidders. With this, pa-drino system and unregistered procurement activities are still given space in the government procurement. Quality of goods and services and efficient disbursement of funds are as well at stake. Because of lack of campaigns on the features and importance of PhilGEPS, public does not pay heed to access the procurement site and monitor the government procurement. Main objectives of PhilGEPS therefore are not met.

The activities undertaken to solve problems in the implementation of PhilGEPS are disclosed in Table 11. Top 5 activities are expand opportunity of training for using PhilGEPS (67%); train public procurement officers and suppliers to use Phil-GEPS (67%); be open to changes and IT development

(57%); initiate technical development (43%) and open channels to receive feedback from PhilGEPS participants (43%).

Table 11
Activities Undertaken

Activities Undertaken	Response	
	Frequency	*Percentage*
Implement better adoption strategy	9	30%
Initiate system development	11	37%
Initiate technical development	13	43%
Institute legal and accountability mechanisms	6	20%
Expand opportunity of training for using PhilGEPS	20	67%
Open channels to receive feedback from PhilGEPS participants	13	43%
Train public procurement officers and suppliers to use Phil-GEPS	20	67%
Intensify coordination and support for PhilGEPS	11	37%
Conduct extensive internal and external social marketing	10	33%
Conduct continuous training and information dissemination	9	30%
Emphasize legal and accountability mechanisms	3	10%
Be open to changes and IT development	17	57%
Consider some institutional settings for successful implementation	5	17%
Analyze the needs of users in the procurement systems	10	33%
Link with existing database of agencies such as BIR,SEC and DTI to validate and prove the suppliers' juridical identity and financial standing	9	30%
Implement / participate in institutional settings such as including political support with leadership, sustainable funding, and legal amendments and managerial innovation	5	17%

Trainings for both procurement officers and suppliers are available and ready to be delivered by PhilGEPS administrators. These however should

be coupled with intense campaign on the necessity to know the essentials of PhilGEPS and each agency and potential suppliers must be obliged to register in PhilGEPS. It is not enough to be open to changes – it must be paired with eagerness to adopt to changes. When one is eager to learn, he

Table 12
Recommended Actions

Recommended Actions	Response	
	Frequency	*Percentage*
Implement better adoption strategy	16	53%
Initiate system development	16	53%
Institute legal and accountability mechanisms	6	20%
Expand opportunity of training for using PhilGEPS	15	50%
Open channels to receive feedback from PhilGEPS participants	7	23%
Train public procurement officers and suppliers to use PhilGEPS	12	40%
Intensify coordination and support for PhilGEPS	14	47%
Conduct extensive internal and external social marketing	4	13%
Conduct continuous training and information dissemination	17	57%
emphasize legal and accountability mechanisms	7	23%
Be open to changes and IT development	16	53%
Consider some institutional settings for successful implementation	5	17%
Analyze the needs of users in the procurement systems	14	47%
Link with existing database of agencies such as BIR, SEC and DTI to validate and prove the suppliers' juridical identity and financial standing	13	43%
Implement / participate in institutional settings such as including political support with leadership, sustainable funding, and legal amendments and managerial innovation	10	33%

or she must be curious and must take the risk to try something new. Amidst ages, implementers should attend technological improvement trainings or seminars to be equipped with the technical know-how being required by online procurement.

Trainings and technical know-how however are not enough. Government must also take into consideration the needs to acquire developed and updated system that will reliably support the PhilGEPS process. It is time for them to evolve and eradicate the connotation that once identified as government agency meaning it is an environment of type writers and huge desktop with fluctuating or worst no internet access at all.

Receiving feedback from PhilGEPS participants is very important to improve the process but it must not stop there. These feedbacks must be considered and analyzed and be given with necessary actions towards the betterment of PhilGEPS process. It is in the feedback that actual experiences and concerns are brought up thus these need to be recorded and acted upon.

Recommended actions to improve the implementation of PhilGEPS are shown on table 12. Highest percentage of 57% is to (a) conduct continuous training and information dissemination; (b) Implement better adoption strategy (53%); (c.) Initiate system development (53%); (d) Initiate technical development (53%); and (d) be open to changes and IT development (53%). Recommendations still focus on the improvement of the 3 M's of Management namely Methods, Machine and Manpower, which are basically found out to be the main causes of the problems encountered in PhilGEPS.

Discussion

The selected regional offices lack technological support to fully implement the PhilGEPS process. BAC members mostly belongs to middle to top management and are mostly 50 years and above of age and more than a decade in service. There are problems being encountered in the implementation of PhilGEPS along transparency, competitiveness, streamlined process, system of accountability and public monitoring. These main problems are linked in the 3 M's of Management namely Methods, Machine and Manpower. The identified major causes of problems are the 3 M's of Management namely Methods, Machine and Manpower which correspond to the PhilGEPS process; the PhilGEPS system; and the implementers as

well as the users of procurement system. The result intensifies or supports the problems identified in this study. There are also activities currently being undertaken to solve these problems and there is still a call to intensify campaigns on the PhilGEPS process as well as to improve the system to make it effectively operational and to fully attain its objectives. The implementers of PhilGEPS need more push for program activities or actions that can improve the implementation of PhilGEPS.

It is imperative to involve younger generation in PhilGEPS implementation. It is recommended to have a member of BAC who is dynamic, advanced in technology, internet savvy and online transactions experts to assist in massive PhilGEPS operations and campaigns. To address the problems encountered in the implementation of PhilGEPS in the Bicol Regional Offices, it is a must to address the major causes of these problems, thus:

a. Methods. There should be a clearer process for the users of PhilGEPS therefore it is recommended to release more ads and course guidelines as reference. Moreover, it is recommended to develop simpler adoption strategy to make it more user-friendly.

b. Machine. It is a must to improve the accessibility of PhilGEPS website in order for the users to effectively and efficiently log and participate in the process. There is a call also to initiate system and technical development. For government agencies, it is recommended to allot sufficient budget for computer facilities that could reliably support their online procurement.

c. Manpower. There should be more or if not mandatory training both for the implementers (BAC members) and users to make them fully equipped and updated of the system. They have to be competitive enough to make the process more competitive as well. Being open to changes and IT development of the users will be more helpful for the process to attain its major objectives. It is likewise recommended to emphasize the imperatives of PhilGEPS and require both the implementers, bidders and suppliers to follow the complete process from registration to posting of awarded contracts. It is also recommended to review the possibility of linking with existing database of agencies such as BIR, SEC and DTI to validate and prove the juridical identity and financial standing of

suppliers to avoid fraud and ensure that quality of goods and services to be acquired by government agencies will not be sacrificed. To push massive implementation of PhilGEPS and to ensure that government procurements are open to public and done in most efficient manner, it is necessary that procurement transactions enumerated in RA 9184 are well posted from the beginning to end of the transactions. These will not fully be practiced without legal and accountability mechanisms. It is therefore recommended to review audit of government agencies in terms of their PhilGEPS practices to eliminate corruption and padrino system along government procurement. More comprehensive study regarding the implementation of PhilGEPS in the Bicol Regional Offices is likewise recommended to fully discuss the nature, problems, ongoing development, and other activities required for the process to attain its main objectives such as: establish an open, transparent, efficient and competitive marketplace for government procurement, (b) better prices, terms and conditions, (c) build the framework to continually improve the procurement processes, and (d) maintain sustainability over long-term.

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INTEGRATED MARKETING COMMUNICATIONS MODEL FOR PRIVATE HIGHER EDUCATION INSTITUTIONS IN METRO LEGAZPI

Kristina D. Azaña

Introduction

The dawn of the 21st century has marked a profound transformation in almost all fields of human life, (Kitchen et al., 2004). It has influenced the academe by encouraging the development of new models of learning, and has paved the way for the globalization of higher education. It has allowed the academic community to see and experience sharp changes, revolutionizing how academics think and theorize as well as practitioners do. Furthermore, it has increased emphasis on research that called for measurement of total productivity of institutions, which includes marketing productivity and resulted weight on marketing metrics.

Today, higher education institutions had seen the necessity to market themselves in an environment of spiralling competition brought about by current enrolment trends. While it is true that the Philippines is unique in the world for the high percentage of students enrolled in private institutions, it cannot be denied that these institutions are plagued by low enrolment turnover lately. Anak ng Bayan Youth Party revealed that due to continuing tuition hikes, more and more students enrolled in private colleges and universities find themselves either dropping out or forced to transfer to state run institutions (Bulatlat, V (5)). Data from the Commission on Higher Education showed that enrolment in 2010-2011 dropped to 2,635,007, compared to 2,770,985 enrolees in 2009-2010 (Hernando-Malipot, 2011). Such trend has fuelled universities to center on noticeably developing and articulating their brand, and developing harmony within their brand architecture. It has allowed marketing, a field that is always dynamic and

evolving, to level up in the education spectrum.

Integrated Marketing Communications has been one of the major developments in the marketing arena. According to the American Association of Advertising Agencies, it is an approach that recognizes the value of a comprehensive plan that evaluates the strategic roles of communication, advertising, public relations, personal selling, and sales promotion and combines them to provide clarity, consistency, and maximum communication impact. Within a relatively short period, it has swept around the playfield and influenced many practices in various organizations including the academe. The paradigm of Integrated Marketing Communication (IMC) has appealed to academics and practitioners. However, literature reveals that only few studies consider the adoption of this approach by universities. Consequently, this paper attempts to fill this gap in the literature by opening the discussion about the adoption of the Integrated Marketing Communications approach in the academe and how the proposed IMC model may help private higher education institutions achieve financial, competitive and relational benefits.

This study determined the marketing communications schemes among private higher education institutions in Metro Legazpi. This is intended for the purpose of recommending an Integrated Marketing Communications Model that may be used to advance the integration of existing marketing schemes. Specifically, it answered the following questions: (1) What are the marketing communications practices among private higher education institutions in Metro Legazpi along Advertising, Sales promotion, Public relations, Personal selling, and Direct marketing; (2) What are the strengths, weaknesses, opportunities and threats of these marketing communications practices?; (3) What are the perceived effects of these marketing communications practices on student choice?; and (4) What integrated marketing communications model can be designed for private higher education institutions in Metro Legazpi?

The study centred on the marketing communications schemes among private higher education institutions in Metro Legazpi. It emphasized advertising, sales promotion, public relations, personal selling, and direct marketing as used and carried out among private higher education institutions. The area of research covered the three paramount private higher education institutions in Metro Legazpi, further described as the greater

Legazpi and Daraga Area. The institutions were Aquinas University of Legazpi, Divine Word College of Legazpi, and Bicol College. It centered on the aforementioned institutions as these institutions are considered to be direct competitors in terms of academic programs, student population, tuition fee, and program accreditation. The respondents who identified the marketing communications schemes were the officers or administrators who are in charge of marketing activities. Likewise, the freshmen students from the institutions were also among the respondents of the study. The study did not include state universities and colleges; educational networks; and other small players in the private higher education arena. Moreover, it did not investigate on the marketing competencies of administrators, faculty, and staff; the retention policies implemented by the institution; and student support services. The area of research did not encroach on the degree of implementation of the said marketing communications schemes. Likewise, the strengths, weakness, opportunities and threats of such schemes were solely determined by the administrator-respondents of the institutions as these are critical issues that concern the top level management only.

Methods

This study made use of the descriptive sequential exploratory research design that employed quantitative data gathering techniques supported by qualitative research methodology to identify and describe the marketing communications schemes among private higher education institutions in Metro Legazpi. Survey questionnaires and an interview guide were the instruments used to gather data for this research. The research made use of purposive sampling and stratified sampling techniques. The administrator-respondents who are in charge of carrying out marketing communications schemes from each private higher education institution were selected based on their involvement in the strategic planning and implementation of the institutions' marketing communications schemes. On the other hand, a representative number of the population of freshmen students from each academic program was selected through the use of the stratified sampling technique.

Both primary and secondary data were utilized in the study. The primary source of data for this research was drawn from the research instru-

ments which were deployed among the respondents. The study had two groups of respondents- the administrator-respondents and the student-respondents from each of the chosen private higher education institutions. The responses from the survey and interviews comprised the large portion of data that was analyzed. Secondary data were taken from supporting documents such as marketing plans, reports, publications, manuals, magazines, memoranda, unpublished researches and the internet.

The purposive sampling technique was used in determining the administrator-respondents based on their involvement in the planning and implementation of the marketing communication schemes. Moreover, student-respondents composed of first year students at the college level comprised the other portion of the population of the study. A complete and updated list of the freshmen students enrolled in each academic program during the current academic year was used in order to employ the stratified sampling technique. The unbiased random selection was contributory in drawing out conclusions for best results.

Table 1
Respondents of the Study

PHEI	Administrator respondents	Student respondents
AUL	1	247
DWCL	1	249
BC	1	269

A thorough study of concepts, theories, and case studies helped the researcher to come up with researcher-designed the interview guide and survey questionnaires. The researcher came up with two sets of questionnaires: one for the administrator-respondents; and the other for the student-respondents. The sections of the administrator-respondents' survey questionnaire were categorized as: part one, which identified the marketing communication schemes employed in their intuition; part two, the SWOT analysis; part three, a qualitative inquiry about how these schemes affect college choice; and part four, their recommendation on how to integrate these marketing communications schemes. On the other hand, the student-respondents'

survey questionnaire reflects the first part of the administrator-respondents' questionnaire. The indicators were drawn from Pearson Education Incorporated's (2010) "Principles of Marketing". To have a good facility of the study, the researcher designed a researcher-constructed interview guide to add to the depth of the analysis supplied and extracted from the survey questionnaire deployed among administrator-respondents.

To assure accuracy, reliability, and integrity of the responses from the devised research instruments, construct validity and content reliability was applied in this research. The researcher undertook pre-testing of the survey questionnaires which provided an opportunity to improve the art of investigation, eliminate items which are unnecessary, clarify ambiguous statements, and enhance instructions. The dry-run activity was conducted at Mariners Polytechnic Colleges Foundation. During the dry-run, it was found that a focus group discussion for the student-respondents was no longer necessary. Also, it was confirmed that an interview guide in support to the survey questionnaire for administrator-respondents should be used.

Statistical treatment was necessary to determine the quantity of the data and to interpret their quality. Frequency was used to determine the marketing communications schemes recognized by the students as the questions in the survey questionnaire are dichotomous. The said tool was able to determine the number of times that the marketing communications schemes occurred in the private higher education institutions.

Results and Discussion

1. Practices along Marketing Communications Schemes

The marketing communications mix, commonly known as the promotions mix, has five principal schemes: advertising, sales promotion, public relations, personal selling, and direct marketing. Over the years, there have been some major changes in the environment and in the way organizations communicate with their target audiences. New technology has given rise to a raft of different media.

In the higher education arena, it has been observed by the researcher that the abovementioned schemes have been used by private higher education institutions over the years. Primarily, qualitative data was drawn by the researcher from administrator-respondents to identify the occurrence of such

schemes identified in their respective institutions. Moreover, quantitative data collected from student-respondents were used to triangulate the results.

A. Advertising

Advertising, as a marketing communications scheme is described by the American Marketing Association as any paid form of non-personal presentation of ideas, goods and services by an identified sponsor. This particular scheme should create a favorable attitude which will lead to advantageous actions. Any advertising process attempts to convert the prospects into customers. It is thus an indirect salesmanship and essentially a persuasion technique. As in the higher education perspective, advertising intends to persuade students and parents, target customers, to enrol.

Table 2.A.1 shows the prevalence of advertising among the private higher education institutions. It presents the responses of the respondent-administrators on queries about the use of advertising in their respective institutions.

Based on the table, all the administrator-respondents from the three private higher education institutions confirmed that an advertising concept is being used in their respective institutions. However, one of the administrator-respondents revealed that their advertising concept is not periodically revised. This is so because according to him, their institution's advertising concept is mainly focused on their institution's mission statement. Moreover, the table showed that all institutions practices and make use of broadcast, print, online, and outdoor media in advertising.

This further implies that advertising is maximized among the three higher education institutions through the use of different advertising media. Further, advertising is considered as the oldest marketing media being used by schools. Effective advertisements satisfy the objectives of the advertiser and persuade the audience to take action as in the case of students and parents deciding the course and school for them. In his master thesis, Scutaru (2010) said that advertising is valuable for companies and governments aiming at raising awareness among people. Results of the study reveal that the campaign has significant impact on people's awareness which proves that the advertising campaign was effective and widely used. "Considering the marketing activities, advertising is the most powerful tool to attract the

customers; therefore, its impact on sales is considered to be an important and a valuable information to assist the coordination between the two departments" (Gözek 2006).

Also in the table, the administrator-respondents, when asked if there were other advertising media being used confirmed that there is none. Although creativity in advertising is crucial, as the competition for the attention of the consumer is widespread, the study revealed that until this time, schools had not ventured into using other advertising media than the usual practice. This is so because schools find the conventional media as effective even at present.

Table 2.A.1
**Marketing Communications Practices Along
Advertising Scheme (Administrator-respondents)**

Indicator	AUL	DWCL	BC
There is an advertising concept being used for marketing.	YES	YES	YES
Advertising is supported by budget.	YES	YES	YES
There is an accountable person in charge of the advertising concept.	YES	YES	YES
The advertising concept is periodically revised.	YES	NO	YES
Advertising makes use of:			
Broadcast media	YES	YES	YES
Print media	YES	YES	YES
Internet/online media	YES	YES	YES
Outdoor media	YES	YES	YES
other advertising media	NONE	NONE	NONE

Student-respondents, on the other hand and based on their gut feel, somehow support the claim of administrator-respondents. Data are presented in table 2.A.2.

Table 2.A.2 showed that students supposed that their schools under study are using promotions that make use of the internet or online media more compared to other medium they are using. The data revealed the same and confer with that of the administrators; they do not see other advertising media being utilized aside from those mentioned in the questionnaire (26%). Overall, the use of internet or on-line media seems to be the most

used advertising scheme among the private higher education institutions (89%). On the other hand, outdoor media is the medium that manifests the advertising scheme the least (76%).

Looking into the details, in Aquinas University, students perceived online media or the use of internet as the top advertising medium used by AUL (96%), followed by print and broadcast media where 89% of respondents said yes. Outdoor media, on the other hand, is the least (82%). In Divine Word College of Legazpi, although the percentages are lower than that of Aquinas University of Legazpi, the trend is the same where online media or internet is the topmost media used in advertising (90%), print and broadcast media also shares the same percentage of yes response (84%), and outdoor media being the least at 79%. In Bicol College (BC), also online or internet was also perceived to be the top at 81% as compared to print at 76% and broadcast at 71%, while the use of outdoor media being the least also at 64%.

Table 2.A.2
**Marketing Communications Practices Along
the Advertising Scheme (Student-respondents)**

Indicator	AUL		DWCL		BU		Overall Total	
Advertising makes use of:								
Broadcast media	198	89%	147	84%	125	71%	470	82%
Print media	201	89%	145	84%	134	76%	480	83%
Internet/online media	213	95%	158	90%	140	81%	511	89%
Outdoor Media	180	82%	134	79%	106	64%	420	76%
Other advertising media	31	18%	32	21%	59	38%	122	26%

On the overall, the greatest percentage of advertising making use of broadcast media is in AUL at 89% whereas the least percentage is with BC at 71%. As regards the use of print media, the highest percentage of its use is found in AUL at 89% and the least in BC at 76%. The highest percentage of advertising making use of online or internet media is in AUL at 95% and the lowest is in BC at 81%. With regard to the use of outdoor media in advertising, the highest percentage of recognition by students is again found in AUL at 82% and the least also in BC at 64%.

This implies that AUL students recognize the massive use of online or internet media which could mean that students viewed AUL's ads online more. No wonder that the institution was among the top ten universities in the Philippines with outstanding websites (www.aq.edu.ph). Additionally, the said institution actively interacts on social media sites especially on Facebook, which could further mean that along this line, AUL students also have the greater facility or access to internet facilities, as most of these students have internet at home and cellular phones. AUL students also recognize the use of broadcast media as a medium for advertising since they often hear the advertisements on radio stations and other advertisements of the said institution are often seen on television. Likewise, AUL students identify print media as a means to carry out advertising since the institution also produced different print ad types within the school year and these students' respondents must have gotten hold of one. The same students observed the use of outdoor media in AUL as they have seen several billboards that have been installed by the said institution. This further implies that the responses of the administrators are consistent with the students.

On the over all, it is observed that there is congruence of response between the two sources of data. This implies that the in a way, there is a degree of effectiveness of marketing activities being undertaken by these HEIs as they are able to put across to students the message they want to convey. Also, this implies that the media used are recognized by the student, being the recipients of the marketing activities. This is very important because in deciding to integrate these schemes, the researcher know that they are important and should incorporate them.

The work of Ma and Liu (2010) entitled "Advertising Management Influence Effectiveness of Online Advertising, A Study of White-collar Workers in Online Advertising Context", they pointed out that advertising communication can be conveyed through various media which include traditional media such as TV, broadcasting, magazines and newspapers citing the work of Belch & Belch in 1998. Its ultimate function is to set up channels of information and persuasion to sell goods and services or promote an idea. Hence, Tables 2.A.1 and 2.A.2 imply that the above-sited higher education institutions have carried out the advertising scheme to reach its customers.

Moreover, data on the table implies that online advertising, which is

a new type of marketing communications scheme, has opened up a door for these institutions to communicate with students and potential students which make up their target clientele. The data shown in the tables above support Ma (2010) and Liu's (2010) claim that online advertising is an emerging form of advertising, which grows with the rapid development of Internet and gradually becomes one of the most important advertising medium. Further, the tables indicate the occurrence of advertising among all the private higher education institutions as uncovered by the data that were presented.

The study of Bede Akorige Atarah and Augustine Awuah Peprah titled "Assessing the Influence of Advertising on Student Enrolment in Private Tertiary Institutions in Ghana," showed that advertising in addition to serving as a source of information to students also influenced the enrolment decision of some students. There were however other factors that influenced the enrolment decision of students such as family, friends, current students, etc that could be exploited by these institutions to their advantage, but advertising still played important role.

B. Sales Promotion

Sales promotion is the marketing communications scheme that involves short-term incentives to encourage the purchase or sale of a product or service. In higher education marketing, sales promotion may be used to encourage enrolment in new curricular offerings. It could also boost the availment of scholarships and other incentive programs.

Table 2.B.1 presents the responses of administrator respondents on marketing communication practices along sales promotion scheme.

Table 2.B.1 revealed that there is only one institution among the HEIs studied who said that there is a sales promotions concept being used, which is attributed to the particular private high education institution's offering of a unique academic program as their brand program. However, it was revealed that all of the three institutions claimed that their sales promotion is supported by a budget. DWCL administrator-respondent, when asked to describe the reason behind the inexistence of a sales promotions concept said that the primary reason of its absence is because there is a dearth in knowledge on how to undertake such marketing communications scheme.

Furthermore, only one out of the three institutions does not have an accountable person in charge of sales promotion. The administrator-respondents said that it is common practice in their institution to assign somebody to carry out sales promotion duties only as the need arises. Among the three institutions, only one administrator-respondent confirmed that their sales promotion concept is periodically revised. In addition, all three administrator-respondents said that the use of discounts is being practiced as a sales promotion activity in their respective institutions. Conversely, the use of coupons is not being carried out in all of the three institutions. Additionally, all administrator-respondents confirmed the use of displays, demonstrations, and social media as means to carry out sales promotion. When asked if there are other sales promotion media being utilized, all three administrator-respondents said that there is none.

Table 2.B.1
Marketing Communications Practices Along The Sales Promotion Scheme (Administrator-respondents)

Indicator	AUL	DWCL	BC
There is a sales promotion concept being used.	NO	NO	YES
Sales promotion is supported by budget.	YES	YES	YES
There is an accountable person in charge of sales promotion.	YES	NO	YES
The sales promotion concept periodically revised.	NO	NO	YES
Sales promotion makes use of:			
Discounts	YES	YES	YES
Coupons	YES	YES	YES
Displays	YES	YES	YES
Demonstrations	YES	YES	YES
Other sales promotion media	NONE	NONE	NONE

Generally, the data above infer that sales promotion, in principle and in practice as used in higher education marketing is not yet widely used. Further, this implies that the absence of persons in charge of sales promotion who have obtained a degree or experience in marketing may have an adverse impact on the HEIs overall marketing initiative since sales promotions tactics may not have been used properly.

On the other hand, table 2.B.2 presents data on the MC practices along sales promotion scheme as seen by the student respondents.

Table 2.B.2 reveals that on marketing communications practices of HEIs under study along sales promotion scheme, the use of display and social media both got the highest percentage of 79%, while the use of discount closely followed with 78%. On the other hand, use of coupon is the least perceived practice used by the HEIs(71%). The claim of the administrator-respondents that there is no other media being utilized along sales promotion scheme is confirmed with only 18% believing to have other forms as against 82% who said that there is none.

Table 2.B.2
Marketing Communications Practices Along
The Sales Promotion Scheme (Student-respondents)

Indicator	AUL		DWCL		BU		Overall Total	
Sales promotion makes use of:								
Discounts	162	73%	151	87%	129	75%	442	78%
Coupons	155	70%	134	78%	110	64%	399	71%
Displays	181	83%	141	82%	123	72%	445	79%
Demonstrations	154	72%	117	68%	130	75%	401	72%
Social media	183	85%	137	81%	114	68%	434	79%
Other sales promotion media	18	12%	19	13%	43	30%	80	18%

Comparatively, looking closely on the data, it also reveals that the highest percentage of sales promotion making use of discounts is present in DWCL at 87% and the lowest is in AUL at 73%. The students recognize the use of discounts as there is a convenient mode of payment of school fees in DWCL. The highest percentage of sales promotion making use of coupons is present in DWCL at 78% and the lowest is in Bicol College at 64%. However, such statistics is not congruent to the response of the administrator-respondent of DWCL as he claims that coupon is not being used in their institution. This implies that some sales promotion under-takings are not well coordinated within their institution. Furthermore, the highest percentage of sales promotion making use of displays is found in AUL at 83% while the lowest is found in Bicol College at 72%. Students recognize the use of displays because AUL carries out exhibits on malls and

selected sites to promote new academic programs.

Despite the unique role that exhibition events may play the opinion is sometimes expressed among academic circles that the impact of educational fairs is diminishing these days. Still, some universities are not giving up exhibition activity. There are many exhibitors who are beginning to recognize the value of fairs where high school learners can attend; enabling direct contact with representatives of the academic institutions. Universities, according to Gębarowski (2013) of Rzeszów University, will continue to need educational fairs as important in terms of their communication systems.

With regard to the use of demonstrations in sales promotions, the highest of its use is found in Bicol College at 75% while the lowest is in DWCL at 68%. This is due to the active involvement of Bicol College students in student activities involving demos. Furthermore, the greatest percentage of the use of social media is in AUL at 85% while the least is in Bicol College at 68%. This is so because AUL consistently uses social media in promoting its new academic programs. Overall, among all the sales promotion activities, the use of displays and social media is most (79%) recognized by the students while the use of coupons is the least (71%).

The two tables above present the sales promotion scheme as undertaken among private higher education institutions. However, the tables also reveal that some of the answers of the administrator-respondents are not consistent with the responses of the student-respondents. This implies that other units or sectors in the institution, other than the one in-charge of marketing have undertaken sales promotions without proper coordination. The administrator-respondent from DWCL said that there is no sales promotion concept initiated by the marketing office. It is apparent that there are other sales promotion activities undertaken by other units in DWCL, although without synchronization. Inversely, the administrator respondent from AUL established that coupons have not been used as a sales promotions tool. The coupons that the student-respondents are referring to are the ones that are not initiated by the institution's marketing office. For instance, the finance department of DWCL carries out payment schemes and discounts but these are not considered by the marketing department as a marketing tactic or activity. Moreover, different colleges or departments representatives also undertake demonstrations to promote their respective academic

programs such as BS Hotel and Restaurant Management and BS Nursing.

C. Public Relations

Public Relations is a marketing communications scheme that is used to send out news about the institution to a variety of media organizations in the hope of obtaining positive coverage that ideally will translate to sales. Table 2.C.1 presents marketing communications practices along public relations according to school administrator-respondents.

Table 2.C.1 showed that among the three institutions, there is one that does not use a public relations concept. The administrator-respondent said that their institution does not use a public relations concept because they undertake public relations only as the need arises. Among the three, only one institution has its public relations concept periodically revised due to the changing social issues it has to respond to. In contrast, the public relations concept of two respondent schools is not periodically revised because all their respective public relations activities are anchored on the institutions mission and vision. Administrator-respondent from DWCL emphasized that their institution's public relations concept is centered on evangelization.

The table also presents that public relations among the three institutions is supported by budget. This is so because the said scheme plays a very important role in building the reputation of these institutions, thus this activity is budgeted and included in their annual planning. Also, due to competition, these institutions really spend for programs and activities that will not only build their image but should also inform the public why they are the school of choice for students; and these activities mostly need budget. Because they do not only build their image, it is also implied that higher education institutions, as backbones of society, are driven to promote social responsibility.

Furthermore, as shown in the table above, all three institutions make use of press releases, sponsorships, special events, and web pages or social networking. When asked if there are other public relations media being used, all three administrator-respondents made an affirmative statement. Other public relations activities include text and e-mail blasts. In practice, text and e-mail blasts are used to disseminate notices to the public on events and advisories which create awareness of the institution undertaking it. This

implies that the public relations scheme is maximized in private higher education institutions through the use of not only the conventional MC schemes but also the utilization of the technology of electronic messaging in the form text messaging and e-mail blasts.

Table 2.C.1
Marketing Communications Practices Along
Public Relations Scheme (Administrator-respondents)

Indicator	PHEI	AUL	DWCL
There is a public relations concept being used.	YES	NO	YES
The public relations concept is supported by budget.	YES	YES	YES
There is an accountable person in charge of public relations.	YES	NO	YES
The public relations concept is periodically revised.	NO	NO	YES
Public relations makes use of press releases?	YES	YES	YES
Public relations makes use of:			
Sponsorships	YES	YES	YES
Special events	YES	YES	YES
Web pages/social networking	YES	YES	YES
Other public relations media	YES	YES	YES

In table 2.C.2, it is presented that the greatest percentage of public relations that uses press releases is seen in DWCL at 81% while the smallest percentage is seen in AUL at 70%. The greatest percentage of public relations making use of sponsorships is present in AUL at 81% and the least is in Bicol College at 72%. This implies that the higher education institutions under study have their own forte as regards the utilization of marketing communication schemes along public relations respectively.

Moreover, the use of special events has the highest percentage in AUL at 90% while the lowest in Bicol College at 78%. This is so because AUL is involved in carrying out advocacy campaigns. Some of these advocacies include movements against mining and smoking, and campaigns that promote the preservation of the Bikolano culture which may not have been articulated by the other two institutions. Further, the use of web pages and social networking is highest in DWCL at 87% and lowest in Bicol Col-

lege at 76%. Additionally, according to DWCL administrator-respondent, there is a web manager in their institution. The data mentioned imply that the different institutions have different levels of recognition of the growing importance of having a web manager to oversee public relations activities using the World Wide Web. Further, this infers that the importance that institutions put on public relations using the World Wide Web may be dependent on the inclination of their administrators.

Table 2.C.2
Marketing Communications Practices
Along Public Relations Scheme (Student-respondents)

Indicator	AUL		DWCL		BU		Overall Total	
Public relations makes use of:								
Press releases	154	70%	138	81%	125	73%	417	74%
Sponsorships	180	81%	135	79%	123	72%	438	78%
Special events	199	90%	139	81%	131	78%	469	84%
Web pages/social networking	192	86%	148	87%	129	76%	469	83%
Other public relations media	20	12%	35	23%	47	32%	102	22%

Overall, the students recognize public relations the most (84%) through special events and through press releases the least (74%). The data presented on the table also imply that the students did not recognize the other public relations activities such as email blast and text brigades. This infers that the use of electronic messages in the form of email blasts and text brigades should be appealing to millennial students as they are naturally more adept at receiving non-traditional public relations approaches.

The data above supports Parnell and Parmley's (2009) claim that the public relations offices in higher education play a major role in boosting enrolment, rankings and publicity — so it is vital for them to understand and use best practices and social media to accomplish their communications goals (as cited in Campbell, 2012, p. 5). This implies that higher education institutions recognize the importance of connecting with their target publics through social media.

D. Personal Selling

The marketing communications scheme of personal selling is face-to-face selling in which a seller attempts to persuade a buyer to make a purchase. In higher education, this depicts a face-to-face encounter between the students and representatives of higher education institutions to encourage the students to make their respective institutions their college choice. Table 2.D.1 presents the marketing communications practices along personal selling scheme.

Table 2.D.1 shows that only one higher education institution uses

a personal selling concept and such concept is supported by budget. According to the administrator-respondent, the concept that is being used in their institution is encouraging student and faculty ambassadors to sell the institution's academic programs. Such statement infers that personal selling has been commonly practiced that other institutions have no longer recognized the need for a concept. On the other hand, the sole institution with a personal selling concept that is supported by budget suggests that the scheme may be used in bringing forward its advocacies.

Table 2.D.1
Marketing Communications Practices Along
The Personal Selling Scheme (Administrator-respondents)

Indicator	BC	AUL	DWCL
There is a personal selling concept being used	YES	NO	NO
The personal selling concept is supported by budget.	YES	NO	NO
There is an accountable person in charge of personal selling.	YES	YES	NO
The personal selling concept is periodically revised.	NO	NO	NO
Personal selling make use of:			
Sales presentations	YES	YES	NO
Trade shows	YES	YES	NO
Trade shows	NO	NO	NO
Social media	YES	NO	NO
Other personal selling media	NONE	NONE	NONE

Among the three studied HEIs, only one administrator-respondent said that there is no person accountable for personal selling. AUL administrator-respondent said that although there is a person in charge of the personal selling concept, other people such as administrators, faculty, support personnel, and students can also undertake the personal selling scheme. On the other hand, DWCL administrator-respondent also confirmed that there is a person in charge of personal selling. However, he is crafting a plan to organize faculty members to carry out the said scheme as they are the most knowledgeable about the institution's products, the academic programs. This implies that collaboration in undertaking the personal selling scheme is recognized in higher education institutions. Moreover, it infers that since personal selling may be carried by personnel such as faculty and staff, it is necessary that a concept and a carefully planned program of implementation should be set in place to maximize resources.

There is only one institution that made use of trade shows in personal selling. As observed during college fairs, only those two institutions constantly extend their participation. Furthermore, all three institutions do not make use of incentive programs and social media in personal selling. All the administrator-respondents, when asked if there are other media being used in personal selling said that there is none.

One administrator-respondent mentioned that social media cannot be used in personal selling because face to face contact is not at all possible through such media. This statement is contradictory to the findings of Liu (2010) in his research titled "The Effect of Face-to-Face Interactions on Choice: The Role of Expressiveness". In his paper he argued that recent evidence which suggests that face-to-face interactions are becoming increasingly irrelevant is not really the case. For instance, there is a growing usage of video calling among both phone and computer users (Lin and Liu 2009). Moreover, Internet emoticons – the textual portrayals of the writer's facial expressions--are often used to indicate the mood of the writer or the temperament of a statement: a smiley face, a frowning face etc. (Walther and D'Addario 2001). The social networking website Facebook is widely used to update users' moods and emotions. All of these observations suggest that face-to-face interactions, although expressed in somewhat different ways nowadays, still matter. Thus, face-to-face interactions remain a key element

in both business decisions and many other aspects of our daily lives (Liu, 2010). This implies that the use of social media in personal selling has not yet been recognized in private higher education marketing.

Generally, the tables revealed the applicability of personal selling in higher education marketing. Personal selling from the higher education spectrum still has the potential to be maximized as it could be undertaken not only by the marketing officers but also by the faculty, students, and other members of the higher educations' community.

Along personal selling scheme, students provided highest percentage on making use of sales presentation, details are presented in table 2.D.2.

Shown in table 2.D.2 is that the highest percentage of personal selling making use of sales presentations is seen in DWCL at 83% and the least in AUL at 81%. This is probably because the students of DWCL may have seen that the institution puts more effort on crafting sales presentations as shown during career campaigns, more than the other institutions.

Moreover, the highest percentage of the said scheme making use of trade shows is recognized in Bicol College at 74% and the lowest is in AUL at 70%. This is in contrast with Bicol College administrator-respondent's statement that trade shows are not being carried out in their institution. This implies that the use of trade shows have been undertaken in the institution without proper coordination with the person or office in charge of marketing. This may also possibly be because the person or office in charge of undertaking marketing are not marketing practitioners thus its execution of trade fairs may not be properly undertaken. Or, it could be that the person or office in charge of the execution of such scheme may not be fully aware that what is being undertaken is actually a trade fair.

On the other hand, the highest percentage of personal selling making use of incentive programs is present in DWCL at 79 % and the lowest is in AUL at 74%. This implies that there are incentive programs being recognized by the students in DWCL that are not coordinated with the person or office in charge of marketing function.

Lastly, the highest percentage of personal selling making use of social media is present in DWCL at 83% whereas the lowest in BC at 72%. There is consistency in the responses of the administrator-respondents and the student-respondents in saying that there is no other personal selling media

being used aside from the ones that have been identified in the instrument. Overall, students have observed the personal selling scheme the most (82%) was through the use of sales presentations and the least (72%) was through the use of trade shows.

This also implies that personal selling in higher education marketing is often associated with contact with college professors, alumni, and students. Also, career guidance talks have created an avenue for personal selling making use of sales presentations. As personal contact with students who need to be retained and the future students who need to be enticed is afforded by these activities.

Table 2.D.2
Marketing Communications Practices Along The
Personal Selling Scheme (Student-respondents)

Indicator	AUL		DWCL		BC		Overall Total	
Personal selling make use of:								
Sales presentations	180	81%	141	83%	138	82%	459	82%
Trade shows	155	70%	122	72%	126	74%	403	72%
Incentive programs	164	75%	25%	133	130	77%	427	77%
Social media	179	82%	140	83%	119	72%	438	79%
Other personal selling media	21	13%	35	23%	54	37%	110	24%

E. Direct Marketing

Direct marketing is a method that dwells on appealing to prospective customers through different tools and media often with a deadline attached to urge its audience to act quickly. This function includes but is not limited to on-site admission testing, on-site scholarship application, etc., and these are usually undertaken during prescribed periods, as direct marketing activities are fruitful in certain opportune time than other times.

Table 2.E.1 presents the marketing communications practices along marketing scheme according to the administrators' respondent of this study. This table shows whether the institutions do conduct direct marketing or not and how these are conducted effectively.

The table shows that only one higher education institution claims that their institution uses a direct marketing concept. When asked further

regarding their direct marketing concept, the administrator willingly shared that the crafting and execution of direct marketing is highly an administrative function. This implies that the execution of direct marketing is highly dependent on the directive of the top level management. This supported by Adel Flici's claim that the direct marketing process integrates a complex collection of marketing concepts and business analytics principles, which form an entirely 'self-contained' choice for organizations. (A Conceptual Framework for the Direct Marketing Process using Business Intelligence, Adel Flici 2011).

Also, the table revealed that in two institutions, the direct marketing communications scheme is supported by budget and is undertaken by an accountable person. This implies that the two institutions are having direct marketing scheme only that the other one (institution) believe that they do not have a concept. This could be that they do not have clear and articulated concept unlike the other institutions. The two institutions with direct marketing scheme uses catalogues, telemarketing and social media in their direct marketing. Relating to the study of Salo (2012) on the role of direct marketing method in self-storage business, Ilari Salo concluded that direct marketing is an important aspect of marketing communications in business to business markets and it uses selected media to generate quantifiable and observable response from the target audience that moves the customer toward an initial or additional sale without using face-to-face sales efforts. For the academe, the study revealed the same.

It is also noted that one of the institutions answered "no" in all of the indicators, which could be interpreted that this institution does not have direct marketing scheme. When probed regarding his answer, the administrator-respondent said that the absence of direct marketing may be attributed to the misfit of his academic preparation to his job since his academic preparation is not at all related to the field of marketing. Thus, the marketing communications practices in their institution are just continuation of what had been doing by the former personnel handling this function before had been doing.

Table 2.E.1
Marketing Communications Practices Along Direct
Marketing Scheme (Administrator-respondents)

Indicator	BC	AUL	DWCL
There is a direct marketing concept being used.	NO	NO	YES
Direct marketing is supported by budget.	YES	NO	YES
There is an accountable person in charge of direct marketing.	YES	NO	YES
The direct marketing concept is periodically revised.	NO	NO	YES
Direct marketing makes use of:			
catalogues	YES	NO	YES
telemarketing	YES	NO	YES
kiosks	NO	NO	NO
social media	YES	NO	YES
other direct marketing media	NONE	NONE	NONE

In the table, it is presented that there is one institution that does not make use of catalogues. This is so because according to its administrator-respondent, there is not enough manpower and collaborative effort in making institutional catalogues. The table above also presents that telemarketing is not being used in one institution. According to its administrator-respondent, telephone lines in their institution are used solely to undertake daily operations. These phone lines have never been used to initiate direct marketing. Furthermore, the table reveals that kiosks are not being used for direct marketing. Lastly, it is presented in the table that only one institution does not make use of social media in direct marketing.

The tables also show that although the use of direct marketing is not yet maximized, it is implied that the said scheme is applicable in higher education marketing. Moreover, the data affirm that the use of direct marketing is known to be becoming an increasingly popular strategy in many organisations operating across a wide variety of industries, as stated in Flici's (2011) work entitled, "A Conceptual Framework for the Direct Marketing Process using Business Intelligence". This implies that the use of direct marketing is applicable in higher education marketing, however it is not widely used. This is so probably because it is a common practice in the academe that people who are designated to head the marketing functions usually emerge

from ranks (faculty member, office staff, etc.) whose academic preparation and experience is not aligned with the actual demand of the job.

This further implies that there are more direct marketing activities that have not yet been discovered by private higher education institutions. These may include the use of catalogues, telemarketing, online marketing, and multimedia messaging. This is so because the students who form part of the target market of these institutions, have been influenced by the emerging trends in the society. One very significant direct marketing that is effective in small business interaction is through personal letter, which used the least among schools; according to Salo (2012), it should be accompanied with a brochure that offers additional information about the services it offers and its use must be carefully planned and assessed. Adel Flici (2011) in her dissertation on conceptual framework of direct marketing process (DMP) using business intelligence (BI) can also be applied in higher education context. Assessment proved the usefulness of the DMP-BI framework in the execution of direct marketing process.

The student – respondents on the other hand have their first-hand experience direct marketing practices of the respective schools they are enrolled now. Table 2.E.2 presents the student-respondents' responses.

Data in table 2.E.2 showed that as far as the student-respondents are concerned, 82% said yes that the use of catalogues was practiced by their schools; while only 18% of the respondents were not able to experience the use of catalogue of their school. This is so because catalogues are printed materials which are widely used in different types of enterprise. On the other hand, the use of Kiosk is the least used among the direct marketing schemes where only 64% of the respondents said yes, while 22% expressed that there are other direct marketing media being used aside from those enumerated in the table.

The data showed the wide use of catalogues as perceived by students. This implies that traditional catalogues in printed form is still being used in higher education marketing. Seemingly, the HEIs under study have not yet embarked on upgrading direct marketing practices through the use of multimedia materials and non-print catalogues.

Table 2.E.2
Marketing Communications Practices Along Direct
Marketing Scheme (Student-respondents)

Indicator	AUL		DWCL		BC		Overall Total	
Direct marketing makes use of:								
Catalogues	179	84%	138	82%	128	80%	445	82%
Telemarketing	151	71%	127	75%	101	64%	379	70%
Kiosks	128	61%	115	68%	102	65%	345	64%
Social media	175	82%	131	78%	116	73%	422	78%
other direct marketing media	16	10%	33	22%	51	36%	100	32%

Comparatively, the highest percentage of direct marketing making use of catalogues is present in AUL at 84% and the lowest is in BC at 80%. Additionally, the highest percentage of the use telemarketing is present in DWCL at 75% and the lowest is in BC at 64%. Moreover, the highest percentage of the use of kiosks is in DWCL at 68% and the lowest is in AUL at 61%. Furthermore, the greatest percentage of direct marketing using social media is seen in AUL at 82% while the least is in BC at 73%. Overall, direct marketing is perceived by the students the most (82%) through the use of catalogues and the least (64%) through the use of kiosks. This is so because the students generally learned about the institutions though college literature, which reveals the use of catalogues.

The data on the tables imply that advertising and public relations are the marketing communications schemes that have been maximized by private higher education institutions. Moreover, the data suggest that there are still unexplored activities and media with regard to the use of these marketing communications schemes. Among the schemes mentioned in this study, it is worth giving value to the expansion of the application of sales promotion, personal selling, and direct marketing in higher education. Looking further into the different marketing activities by the institutions, the tables suggest that there are critical issues associated with the use of social media. One is that the use of social media is widely used for advertising and sales promotions as it holds the highest percentage of recognition by the students as revealed in tables 2.A.2 and 2.B.2, and the second highest is along public relations, personal selling, and direct marketing as seen in table 2.C.2, 2.D.2 and 2.E.2. Another area worth paying attention to is that table 2.D.1

revealed that administrator-respondents have not yet explored the use of social media in personal selling.

The data further imply that the gap between the responses of the administrators and students denotes that some activities observed by the students within their institutions are not recognized by the administrators as marketing communication schemes.

2. Strengths, Weaknesses, Opportunities, And Threats

The succeeding table presents the qualitative evaluation of the marketing communications schemes among the participating private higher education institutions' respective administrator-respondents. The strengths outlined their expertise while the weaknesses pointed their deficiencies. Moreover, the opportunities and threats pointed out the marketing factors external to the institutions. The analysis of the strengths, weaknesses, opportunities, and threats is deemed important as this served as the basis for crafting the proposed model. The critical issues that were outlined through this qualitative inquiry pointed out the salient areas of concern along the marketing communications schemes that were identified. Moreover, the analysis of the issues external to the environment of the private higher education institutions allowed the researcher to anticipate and advance the adoption of the said schemes in higher education marketing.

By and large, along marketing communication schemes for these institutions studied, growing awareness of HEIs on marketing communication schemes and the need to establish and strengthen its marketing arm is the most significant strength they have. Studies have it (Svendsen, 2013) that, in every endeavor that an individual or organizations want to pursue, or change they want to implement, it always starts with awareness of the present condition and awareness for the need of the same.

Another strength that the respondents consider is their institutions' clearly stated vision, mission, goals and objective (VMGO) statement. They believe that although their marketing programs now are not yet very strategic, they already have direction through their VMGO where they anchor their marketing plans and programs. Another very important strength is their having annual budget for marketing, as all those plans and programs cannot be implemented properly without budget.

On the other hand, school officers and staff handling the marketing function of the institution usually rose from the ranks, and in most cases, they do not have the academic training and experience to better handle the function; thus this is one of the major weaknesses considered by the respondents. Although respondents considered having VMGO as strength, they consider also weakness not using the VMGO in coming up with a strategic marketing function plan and communication schemes, instead of pragmatic and year to year and based on passed activities only. Also having no clear-cut marketing budget appropriation and utilization plan is tantamount to having no budget at all because they believe that the budget is not maximised against benefit it brings in terms of number of target enrolees.

Table 3.1.A
Strengths and Weakness of Marketing Communication Practices of PHEIs

STRENGTHS	WEAKNESSES
• Growing awareness of HEIs on marketing communication schemes and the need to establish and strengthen its marketing arm	• Officers and Staff handling the marketing function of these institutions are not academically trained and experienced of the function
• The Institutions already have VMGOs where their marketing activities/MCs can be anchored	• Institution's VMGO is not properly utilized as most of these institutions their marketing function is not "Strategic" or long term in approach
• Institutions do appropriate budget annually for marketing activities	• No clear-cut marketing budget appropriation and utilization plan
• Advertising as an MC reaches different kinds of audiences which is useful for widest information dissemination	• The down side on advertising as MC are: concepts are not very creative/ innovative to the taste of millennial students; outdoor media is lacking on strategic locations; focused mainly on information dissemination not persuasion; no clear identification of target audiences; there is no tool that evaluates the ads; conceptualization is not collective
• Online advertising is prominent now among the marketing activities of these institutions.	• Sales Promotion Scheme is highly dependent on the status of academic programs and the activities undertaken is relatively few
• Sales Promotion MC is responsive and Resources needed to carry out this scheme is readily available	• Not properly coordinated with other sectors in the institution.
• Public Relation MC is able to communicate the institution's mission really well and focuses on evangelization	• Lack of coordination in some undertakings and the messages communicated through this scheme are not unified.
• Personal Selling MC is responsive and customized approach according to the target	• Inadequate knowledge on the use of other direct marketing media
• Direct Marketing MC is responsive and enough resources are provided to carry out this scheme.	

Along specific marketing schemes, here are the following strengths and weaknesses:

Advertising Scheme. Advertising was found to be one of the most commonly used marketing communication schemes among private higher education institutions. Also, it was found to have been maximized through different kinds of media. As shown in table 3, one of the strengths of the PHEIs is that their respective advertising concepts are anchored on the organization's vision, mission, goals, and objectives that reach different kinds of audiences, which is important for widest information dissemination. This implies that the concept and content of the radio advertisements encroach on a strategic approach because anchoring the advertisements on the institutions' vision, mission, goals and objectives projects a long-term outcome. The administrator-respondents also consider it an advantage that their radio advertisements are broadcasted twice or more within a school year. This is because the often they broadcast their radio advertisements, the wider they are able to reach various audiences for brand recognition and recall. Also, the prominence of online advertising is also considered by the administrator-respondents as an advantage. This implies that higher education institutions recognize the benefit of using online media in advertising. The subsequent strengths give rise to opportunities such as brand recall and effected prestige and impressiveness. Moreover, the use of advertising creates an avenue to continually foster accuracy on information dissemination too. This is very useful because information is a vital component of marketing communications.

As whole, the strength of advertising in higher education marketing revolves on the strategic transfer of valuable information through advertising media on a regular basis to allow the wide reach of these institutions' to various audiences.

On the other hand, among the constraints along advertising scheme met by these institutions is meagre budget. Also, the administrator-respondents consider the lack in the use outdoor media as one of their limitations. The dearth in the use of outdoor media implies that higher education institutions are yet to modernize their advertising schemes and make them generational preference responsive. This finding is similar to that of Toni Ivanoski (2007) where he said that outdoor advertising is a proven feature of the modern

economic life. Moreover, weaknesses of the advertising scheme also include the absence of target audiences focus and uncreative concepts that again suit the preference of the current generation of students and parents. This implies that these institutions do not explore the importance of identifying their target audience in order to create innovative advertising tactics in pursuit of maximum communication impact. A correction is suggested by Petra Běhounková (2010) on a common misconception that to be successful, an advertisement must appeal to everybody or at least to the majority of people. In her work, she argued that advertisements should be targeted at groups of people according to their needs, in some cases also according to their age or gender. Furthermore, she highlights that an important factor on advertising turns out to be the social role of the target audience. This further implies that the inability of private higher education institutions to identify target audiences is because of the absence of an evaluation tool to assess the advertising scheme. Also identified as a weakness is the lack of collaboration in creating the advertising concept. The discovery that advertising focuses mainly on information dissemination not on persuasion is known to be one of higher education advertising's weaknesses is worth paying attention to. This finding highlights the under use of the advertising scheme since the said scheme is supposed to be used to persuade target audiences.

On Sales Promotion Scheme, it was found that among its strengths are the availability of resources to carry out the said scheme and its responsiveness to institutional needs. Contrary to the meager budget for advertising, sales promotions have more untapped resources as these resources may be non-monetary such as manpower, related events opportunities, etc., as compared to those of advertising's which require outright payment. This eventually can pave the way for the creation of incentive programs and the conception of new products such as curricular offerings and academic programs. On the other hand, among its weaknesses is the absence of new products in the form of curricular offerings, payment schemes, and incentive programs. As we know, sales promotion is a scheme used to introduce new products. This then implies that the use of the said is scheme cannot be carried out fully without the creation of new products and methods. In the previous discussion in this chapter that outlines the recognition of sales promotion by administrators and students, it was noted that some sales

promotion activities were perceived by the students but are not apparent in the response of the administrators. This further establishes the threat of creating confusion due to the absence of coordination with regard to the implementation of the said scheme.

Public Relation Schemes were found to be one of the most commonly used marketing communications schemes among private higher education institutions. Qualitative data revealed that its focus on evangelization was found to be one of its best attributes. Also, among the scheme's strengths is the ability to communicate the institution's messages well. Moreover, it was said to be the institutions' "saving grace" as it was found to be the easiest marketing communications scheme to carry out. Moreover, the ability of the scheme to establish rapport to its audience was found to be an opportunity that could create long term benefits. This implies that public relations is way for higher education institutions' to promote goodwill to the community. However, there is one major weakness along this scheme that was pointed out and was said to be a critical issue. From the interviews, the researcher found out that there was no proper coordination between the different sectors within the institution in carrying out this scheme. This weakness, if not addressed properly, could eventually create confusion and chaos. One administrator-respondent even said that since public relations is the scheme responsible for establishing the institution's character among its publics, improper implementation of the scheme could hurt the organization's reputation. The aforementioned critical issues imply that public relations should closely be coordinated within the different sectors in institutions as it sends public relations messages such as important events, milestones, and achievements. Moreover, this scheme is also a technique used to relay public service announcements; therefore accuracy on the public relations message is far most important.

One of the advantages of Personal Selling Scheme in higher education is that the scheme can easily be customized depending on its audience. Moreover, the scheme was also said to be responsive. According to the administrator-respondents, these strengths have the potential to generate immediate feedback. Moreover, it was said that said scheme, when carried out by competent personnel who know the academic programs well enough could achieve maximum impact in the audience. However, weaknesses were

also identified with regard to the implementation of this scheme.

The table showed that there is lack of coordination in undertaking personal selling. Moreover, personal selling messages are not unified. This implies that there is a problem with collaboration as regards this scheme. This implies further that the scheme is only undertaken only when the need arises. Such weaknesses if not addressed may also lead to confusion within the institution and may also affect the customers decision to enrol.

On Direct Marketing Scheme, it was noted that resources in carrying out this scheme are readily available. Also, this scheme was also described as responsive. These advantages as said by the administrator-respondents have the potential to create long-term relationships between the institution and its customers. However, it was found that there is inadequate knowledge on the use of direct marketing. This implies that private higher education institutions have not been using the said scheme properly because of the lack of knowledge of its execution. This implies that resources with these intuitions are not properly utilized and maximized.

Overall, the strengths, weakness, opportunities and threats faced by private higher education institutions in carrying out marketing communications schemes imply that there is still much to be done for improvement. The reinforcement of the institution's core message is vital for the breakthrough in the use of marketing communications as the value of identifying the institution's brand is deemed very important. Moreover, collaboration from among the different sectors within the institution was also pointed out to be a critical issue. Finally, the maximization of resources with regard to the use of marketing communications schemes was also found to be a significant area of concern in dealing with higher education marketing.

Table 3.1.B

Opportunities and Threats of Marketing Communications Schemes

OPPORTUNITIES	THREATS
• Broadened opportunity for PHEIs to support marketing capability enhancement of marketing people (staff) and the department itself (marketing and admission)	• Inability of PHEIs to cope with the advancing marketing terrain affecting marketing practices in the academe
• Advancement of different media through technological platforms	• Failure of the academe to manage the different marketing practices
• Expansion of market brought about by urbanization and economic development	

The result of the SWOT analysis revealed that the following were identified as general opportunities and threats along marketing and the marketing communications schemes of the PHEIs being studied. Table 3.1.B presents the findings.

Along opportunities and threats confronting PHEIs, participants pointed out that there are external factors that can provide an avenue for improvement on the institution itself, its people, and on enrolment turnout. Moreover, IMC offers a broadened opportunity for PHEIs to enhance their marketing performance through increased knowledge and exposure to various networks and linkages among PHEIs themselves, and national and ASEAN affiliates at large. The integration of Southeast Asian economies can be taken advantage of by PHEIs to boost their enrolment through the expansion of the enrolment market giving them a better opportunity for student recruitment across Southeast Asia. The participants have also observed that the improvement in technological platforms in an expanding arena of urbanization and economic development to be an opportunity that shall allow PHEIs to better utilize the different IMC schemes. Generally, this implies that there is a huge opportunity for PHEIs to keep up with international standards and industrial practices in marketing by continually improving IMC practices.

On the other hand, participants recognized that marketing, as a functional area in the industry has evolved from a traditional approach to a more unconventional and creative field. However, in the academe, specifically in the local setting, has remained the same over the years. This is apparent due to the participants' experiences, exposing the reality that they are not actually marketing practitioners but were tasked to perform marketing functions as the circumstances required.

They have perceived that gap between their academic preparation and their current functions, and have dealt with the feeling of inadequacy to perform the job. This now is seeming to be a threat as it could not only affect their job, but also the marketing activities of the institution at large. More importantly, the result of such gap is the failure to achieve enrolment targets in the future.

3. Perceived Effects on Student Choice

The following table presents the perceived effects of marketing communications schemes on student choice. These effects are presented in Table 4.

Advertising was found to affect student choice as it creates brand recognition and recall which means that the said scheme is responsible for creating awareness of the institution among its students. This implies that advertising helps students learn about the institution. The student-respondents, when asked how they learned about their institutions revealed that they actually came to know about their institutions through radio and print advertisements, and through their websites.

On the other hand, sales promotion affects student choice by triggering immediate action. This occurrence is most commonly observed during scheduled entrance examinations and prescribed enrolment periods. When exam and enrolment schedules are announced, students and parents rush to avail of the most convenient payment schemes.

The perceived effects of public relations on student choice include the establishment of the institutions' reputation and its ability to share the institution's values to the community. The student-respondents, when asked about their reasons for choosing their respective institutions revealed that a good academic reputation plays an immense role in encouraging student choice. The implication is that, PHEIs must showcase their best features, their flagship program, and their flavour as a learning institution and must use the media, such as the websites, to have better reach in communicating their brands or "come-ons" to their publics – the prospective enrolees and/or their parents.

On the perceived effect of personal selling, the scheme perceived effect is the creation of an opportunity for two-way communication between the institution's representative and the prospective students. This allows the institution to address the concerns of its clients immediately. In this study, it was found that personal selling can be made possible through contact with professors, alumni, and current students. Moreover, one of the reasons why students chose their respective institutions is because of the courses that these institutions are offering. This implies that using personal selling by competent people such as faculty members and current students in communicating the institutions' course offerings is an important area of concern in confronting student choice.

Table 4

Summary of Perceived Effects on Student Choice

MC SCHEMES	PERCEIVED EFFECTS
Advertising	Persuades students to enroll in the institution Fosters brand recognition and recall Creates awareness
Sales Promotion	Triggers immediate action
Public Relations	Builds the institution's reputation Shares the institution's values to the community
Personal Selling	Creates an opportunity for two-way communication between the institution's representative and the students
Direct Marketing	Builds long-term customer relationship between the institution and the students

Table 4 also presented the administrator-respondents perception that direct marketing affects student choice by creating long term customer relationships. The student-respondents, when asked who helped them decide at enrolling in their institutions stated that among those who helped them decide are their parents, siblings, relatives, and friends. This implies that some of the student-respondents' parents, siblings, relatives, and friends were once students of these institutions or may have been connected with these institutions in a way or another. This implies that the ability of direct marketing to create long-term relationships greatly affects student choice.

The findings of this research imply that there is a lack in knowledge on the application of marketing communications schemes in higher education. This lack of knowledge and the inconsistency towards how higher education institutions conduct marketing provides the need of both deeper and wider understanding towards how different marketing approaches are used among higher education institutions.

4. Integrated Marketing Communications Model For Private Higher Education Institutions In Metro Legazpi

The proposed Integrated Marketing Communications Model for Private Higher Education Institutions is a framework that encroaches on the collaborative and customer-centric approaches to communicate the institution's brand to its target audience through the interplay of advertising, sales

promotion, public relations, personal selling, direct marketing and social media using traditional and alternative platforms. Integrated, as defined by the Webster's dictionary is characterized by having different parts working together as a unit. Moreover, the term means allowing all types of people to participate or be included, not segregated. This definition sets the direction of this model as it positions marketing communications into an integrated application on private higher education institutions.

The proposed model emphasizes that integration is more than just allowing the different components of the marketing communications schemes to work in harmony. It points out that the term integrated means that the implementation of higher education marketing is supposed to be institutional which means that each department plays an important role in carrying out marketing activities, coordinated by one lead office to serve as the central synchronizing body like that of the human nervous system – the marketing office. The model suggests a paradigm shift which underscores that marketing should not only be implemented by the marketing office but should be undertaken through the collaborative efforts of interdependent units from the top level management down to the grassroots level.

Moreover, there are two major organizational challenges for private higher education institutions to truly embrace the concept of integration; these are collaborative and the customer-centric approaches.

The subsequent paragraphs outline the details on the innovations with regard to the schemes of the Integrated Marketing Communications Mix for Private Higher Education Intuitions in Metro Legazpi.

The Proposed Integrated Marketing Communications Model for PHEIs

Title of the Model:
Integrated Marketing Communications Model for Private Higher Education Institutions in Metro Legazpi

Rationale

In an organization, every member, such as the administrators, faculty, staff and the students need to work together to achieve a shared goal. As in higher education marketing, that common goal is to relay a unified message

to the target audience in pursuit of increasing enrolments. This portrays the collaborative approach which is characterized by a movement towards a collective and cross-functional effort in undertaking higher education marketing. That goal is characterized by the objective to communicate the institution's brand and its products (course offerings).

Furthermore, this message is strengthened by the institution's unique selling proposition which is embodied by its flagship programs. This approach also depicts the idea of creating value for the institutions' stakeholders which will pave the way for a genuine collaboration between the people and institutions concerned. On the other hand, the customer centric-approach is a tactic which enables the marketer to understand and respond to the needs of the customers one desires to serve. The said approach intends to respond to the stages in the customer's college choice process. This new level of responsiveness then gives rise to the improvement proposed by the researcher as regards the use of marketing communications schemes.

There are only five components of the marketing communications mix. These are advertising, sales promotion, public relations, personal selling, and direct marketing. From the data gathered, the private higher education institutions made use of the above-cited marketing communication schemes through traditional media. Moreover, the use of social media is apparent in all the marketing communications schemes. Thus, the proposed model suggests the incorporation of social media in the marketing communications mix. This further suggests that social media is not just a tool under each marketing communications scheme, but instead, it shall be a marketing communications scheme by itself. This is due to the reality that internet usage has been increasing rapidly especially in the higher education arena. This reiterates Parnell and Parmley's (2009) claim that integrating social media into an organization's overall communication plan is important to its success.

Social media is one of the many media that can be used as part of IMC components in designing any marketing communications strategy. Social media marketing is seen as finding its way to become a recent component of organizations' integrated marketing communications. Integrated marketing communications coordinates the elements of the promotional mix - advertising, personal selling, public relations, direct marketing, and

sales promotion - to produce a customer focused message (Mangold&Fds, 2009). This statement supports the proposal to incorporate social media in the said mix. The use of social media embraces the customer-centric approach as it focuses on creating content that generates attention, as well as motivational incentive for people to share it with their social network. Furthermore, it encourages customer participation, customer loyalty, and live interaction between people.

The platforms pointed out in this model can be identified as the loading and transmission channels or tools used to store and deliver the marketing communications message known to be the institution's brand-driven by its mission, vision, goals and objectives. Hence, any message transmission channel or tool used for carrying marketing communications messages to the audience can be referred to as a platform.

The different kinds of platforms are classified into to two: traditional and alternative. The traditional platform includes mediums like television, radio, magazine, newspaper, print media and other options that agencies had expertise on prior the media revolution. On the other hand, the traditional platform comprises interactive tools that elicit direct response through electronic and technological portals.

Content

The application of the Integrated Marketing Communications Model to higher education seeks to integrate all schemes of marketing communications and uses them simultaneously and cohesively to achieve maximum communications impact, reduce costs, and increase enrolment.

1. Advertising Scheme

Advertising is any paid form of non-personal presentation and promotion of private higher education institutions through mass media such as newspapers, magazines, television or radio by an identified sponsor. Another addition to the advertising landscape is the rise of short film advertising which is characterized by the use of short films that are disseminated through social networking sites (Kohlepp, 2012). Another improvement on this scheme is the use of personalized online advertising which describes the personalization of persuasive messages directed to a particular person;

it incorporates recognizable aspects of a person in the content information of a persuasive message or clearly indicates "this information is for you" (Robas, 2012). Alternative platforms also make possible the use of banner advertising on websites.

2. Sales Promotion Scheme

Sales Promotion is described to be a demand-stimulating activity designed to boost enrolment and the availment of short-term incentives. This includes the use of discounts, coupons, displays, and demonstrations. Alternative platforms on sales promotions include social networking and the use of web pages.

3. Public Promotions Scheme

Public Relations is a prearranged communication effort by the higher education institution to contribute to commonly positive attitudes and opinions toward the institution and its offerings. It is a marketing communications scheme that pursues establishing good relationships between the institution and its various publics. Furthermore, it is the communication function that is responsible for building the institution's reputation to the public as it builds the organization's "corporate image". Alternative platforms on public relations include social media communications to obtain favorable publicity and to help in handling or heading off unfavourable rumors, stories, and events.

4. Personal Selling Scheme

Personal Selling undertakes a personal progression of supporting or persuading a prospective customer to make the higher education institution his college choice and to act positively upon an idea that has marketable significance to the institution. Personal selling in higher education involves the use of sales presentations, trade shows, and other incentive programs to embolden college choice. Alternative platforms allow contact to take place over the Internet including the use of video

conferencing or text messaging, online chatting, video calling, etc.

5. Direct Marketing Scheme

Direct Marketing allows the dissemination of information and promotional benefits to target customers through interactive communication in a manner that permits feedback to be obtained. It calls for straight connections with carefully targeted individual customers to acquire direct

response and to develop a long-term relationship between the institution and its customers. Traditional platforms include the use of catalogues, tele-marketing, and kiosks, while alternative platforms include the use of email messages and text blasts.

6. Social Media Marketing Scheme

Social media, the addition proposed by the research to the marketing communications mix of private higher education institutions are the new avenues for communicating the institutions' brand and core messages directly to its audience to elicit quick response. This is supported by Campbell's (2012) restatement of Matthee's (2008) claim that social media "allows communications professionals to gauge audience reactions to both the message issued by the organization and the communication by consumers that follows, and respond to it as needed". Social media platforms include the use of social networking, e-mail marketing, blogs, multimedia sharing, viral marketing, and affiliate marketing.

To summarize the framework, social media transforming into a prominent addition to integrated marketing communications is a process that private higher education institutions have to undertake in order to promote their products or services through online social channels and to connect with and dive into a bigger community that may not have been accessible via traditional marketing communications channels.

The said model suggests a framework for private higher education institutions to help them maximize the integrated use of marketing communications schemes to confront the student choice process. The model introduces an approach that encourages the adoption of a dynamic and pragmatic approach in higher education marketing.

Having identified the individual functions of each marketing communications scheme, integration will take place by simultaneously and cohesively performing its components. It shall commence by identifying a lead office that shall direct and coordinate all marketing functions. The lead office shall make sure that every marketing communications scheme is utilized on varying degree appropriately based on the institutions intentions and goals, and shall ensure that the PHEI's unique selling proposition is communicated to the target audience through the operative use of IMC schemes in all of the PHEI's projects, programs and undertakings. Long-

term and short-term targets may be achieved through the deployment of the IMC model in strategic, operational, and tactical planning.
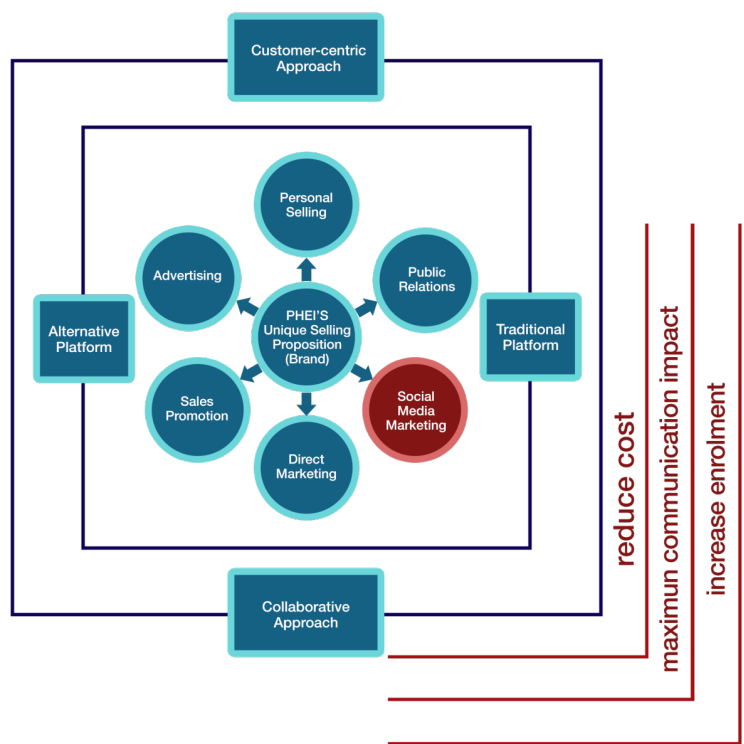

Figure 4
Integrated Marketing Communications Model for PHEIs

Conclusion

This study identified the marketing communication schemes among private higher education institutions in Metro Legazpi along advertising, sales promotions, public relations, personal selling, and direct marketing. It made use of the qualitative and quantitative methods in accumulating and analyzing data. The study delved on identifying the strengths, weaknesses,

opportunities, and threats of the said schemes. Moreover, the study also identified the schemes' perceived effects on student choice.

On marketing communications practices, advertising and public relations are the most commonly used   marketing communications practices. The use of social media is prominent in the execution of all the marketing communications schemes. On strengths, weaknesses, opportunities and threats, there is a lack in coordination and collaboration with regard to the execution of marketing activities in higher education. There is inadequate knowledge on how the marketing communications schemes could be applied to higher education marketing but there are adequate resources that are available to carry out the application of integrated marketing communication to higher education. On perceived effects, the marketing communications messages are primarily anchored on the institutions' vision, mission, goals, and objectives. However these messages are not yet institutionalized in order to establish a brand or a unified message that should be communicated to its target customers thereby affecting college choice. The use of integrated marketing communications is applicable in higher education marketing. Thus, an Integrated Marketing Communications Model for private Higher Education Institutions may be implemented to maximize communication impact, reduce costs, and increase enrolment.

Having crafted an Integrated Marketing Communications Model for Private Higher Education Institutions in Metro Legazpi, it is apparent that there still has to be continuous improvements on practices, processes, and techniques relating to enrolment management, student choice, and higher education marketing as Higher Education Institutions are continuously facing challenges brought about by changing environments and landscapes.

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PARADISE OF SNAKES: POSTCOLONIAL SULACO IN *NOSTROMO* BY JOSEPH CONRAD

Simon S. Listana

The novel, impressions

The epigraph, "So foul a sky clears without a storm" (The Life and Death of King John, 4.1.112) foreshadows the pervasive gloom and restiveness in Nostromo. This clearing, according to Hay, "like the coming storm before it, will appear after the novel's end, and is left to the reader to imagine (1996, p. 89)." The reader who does not soon tire of its "unfriendliness" and perseveres till the last chapter, will most likely find it disturbing.

One of the difficulties in reading Nostromo is locating the fictionalized places; e.g., Sulaco, Cayta, Rincon, Esmeralda, etc. on the map: "Don Vicente, journeying south from Sta. Marta, had embarked at Cayta, the principal port of Costaguana, and came to Sulaco by sea (Conrad 38; pt. 1, chap. 5)." What can be established is that the seaboard where the tale is told faces the Pacific Ocean: "Hold Cayta? Offer his submission to Montero? Disband his army--this last most likely, and go himself in one of the O.S.N. Company's steamers, north or south--to Valparaiso or to San Francisco, no matter where (Conrad 200; pt. 2, chap. 6)."

Present-day Valparaiso is the second largest city of Chile; San Francisco up north is in California (Conrad 456; pt. 3, chap. 10). Also north of Sulaco is Sta. Marta. One could reckon that snow-capped landmarks comprise the Andes mountain range, which runs along the western side of the continent: "The sun shines late upon Sulaco, for it has first to climb above the mountains (Conrad 212; pt. 2, chap. 7)." But the capital Sta. Marta must be on the Atlantic seaboard:

The *journey from London to Sta. Marta* in mail boats and the special carriages of the *Sta. Marta coast-line* (the only railway so far) had been tolerable--even pleasant--quite tolerable [*italics mine*]. But the trip over the mountains to Sulaco was another sort of experience, in an old diligencia over impassable roads skirting awful precipices. (Conrad 34; pt. 1, chap. 5)

One must be aware that the Panama Canal is built some ten years after the novel gets published in 1904; i.e., January 7, 1914 (http://www.pancanal. com/eng/history/history/end.html). Moreover, Tanner notes that according to Watts, Conrad has had "deep interest...in accounts of the United States' intervention in Colombia at the secession of Panama in 1903 (Tanner, 1992, Introduction to *Nostromo*, p. xxvii)." Similarly in the novel the Sulaco Oligarchy has worked for federalism, then full independence from Costaguana

The early Federalism was not bad for us. Then came this union which Don Henrique Gould resisted. It opened the road to tyranny; and, ever since, the rest of Costaguana hangs like a millstone round our necks. The Occidental territory is large enough to make any man's country. Look at the mountains! Nature itself seems to cry to us, 'Separate!' (Conrad 174; pt. 2, chap. 5).

On the other hand, Kimpel and Eaves suggest that the Occidental Republic is Chile split from Argentina (1958, p. 46). This is less plausible as the possible Sta. Marta, Buenos Aires, is east of Valparaiso.

Another challenge to the reader is the chronology of events. The exposition on the setting in the first chapter aside, the story begins in medias res, a narrator filters the events from Captain Joseph Mitchell who reports about the narrow escape of Don Vicente Ribiera, the deposed president of Costaguana, one of the events leading to the occupation of Sulaco and the Occidental Province by the populist Pedro Montero. Conrad employs allusions and flashbacks and the reader goes from the time of the colonial period of the viceroys and forced labor (Conrad 34-35, 85; pt. 1, chap. 5 & 7), the Bolivian war of independence ("His grandfather [Charles Gould's] had fought in the cause of independence under Bolivar, in that famous English

legion which on the battlefield of Carabobo had been saluted by the great Liberator as Saviours of his country" Conrad 45; pt. 1, chap. 6); and the suffering of Don Jose Avellanos and Dr. Monygham under the tyrannical rule of Guzman Bento. The action winds down in the last three chapters when there is enough stability for some urban renewal and modernization: "Lot of building going on, as you observe. Before the Separation it was a plain of burnt grass smothered in clouds of dust... (Conrad 447; pt. 3, chap. 10)." In other parts of the novel, an omniscient narrator is used; e.g., in the last line of Part III, Chapter One, the builder of the railways asks, "I wonder if Sotillo really means to turn up here? (Conrad 303; pt. 3, chap. 1)" and in the first sentence of the next chapter, Captain Mitchell asks himself the same question (Conrad 304; pt. 3, chap. 2). Letters and journals also inform the narratives. In Part One (The Silver of the Mine), Chapter Six, the history of the San Tome mine concession is known through the long letters to Charles Jr. from Charles Sr. who writes the latter when he is 14 years old and going to school in England. In Part Two (The Isabels), Chapter seven, the journals of Martin Decoud intended to inform his sister records the events from the outbreak of the riots, *Nostromo* saving the deposed President Ribiera, the meeting of the remnants of the Provincial Assembly to decide the terms of surrender to the advancing Monterists; and receiving the cable from Esmeralda about a regiment under the command of Sotillo on their way to Sulaco (the real objective of which is the San Tome mine itself). He stops writing just after the rendezvous with *Nostromo* at the Viola house; shortly before boarding the lighter, he gives the manuscript, writ in pencil, to Mrs. Gould.

Conrad's prose, in many parts of the novel, is not as easy to read as, e.g., Hemingway. According to Isagani Cruz, in reading the novelist's works, one should keep in mind that he is Polish and should not commit "...the mistake of reading Conrad (or anyone else writing in a language other than the mother tongue) as though he were Ernest Hemingway (or anyone else writing in a mother tongue) (Cruz, 2011, p. 8)."

That it is Conrad's most ambitious "conspired to earn *Nostromo* 'notoriety as a novel that one cannot read unless one has read it before' (Berthoud, *Jacques. Joseph Conrad: The major phase*. Cambridge: Cambridge UP, 1978. p. 97 in Ligda, 2014).

Gist of the novel

The main threads of action involve two young men: the title character, *Nostromo* (Italian, Gian Battista; Capataz de Cargadores; later Captain Fidanza) who, in a space of about three days is tasked to bring a message to the bandit Hernandez, save the President-Dictator Ribiera, assist in repressing the riot, and sail out with the silver (Conrad 332; pt. 3, chap. 3). The other is Martin Decoud, "an idle boulevardier... Frenchified—but most un-French—cosmopolitanism, in reality a mere barren indifferentism posing as intellectual superiority (Contrad 144; pt. 2, chap. 3)." He regards Costaguana thus: " 'Imagine an atmosphere of opera-bouffe in which all the comic business of stage statesmen, brigands...all their farcical stealing, intriguing, and stabbing is done in dead earnest' (Conrad 144)." A journalist, Decoud works as the propagandist of the Ribiera government. With the looming victory march of the Monterists headed by Pedro Montero, he along with *Nostromo* is tasked to smuggle the last batch of silver ingots out of Sulaco and thus perpetrate the support of the American capitalist Holroyd; the plan fails: Aboard a lighter, Decoud and *Nostromo* sail in near total darkness to intercept an O.S.N. ship with the plan to transfer the precious cargo and bring it to America; Decoud will have eventually gone to Cayta and meet Barrios and thus with the Los Hatos front headed by Hernandez re-conquest the town (Conrad 333; pt. 3, chap. 2). However, the steamer from Esmeralda under the command of Sotillo collides with their lighter (Conrad 274; pt. 2, chap. 8) and the two are forced to land in the Great Isabel, about two miles from Sulaco (Conrad 253; pt. 2, chap. 7) where they unloaded and stashed the treasure in a ravine (Conrad 278; pt. 2, chap. 8). *Nostromo* swims to the mainland after sinking the lighter (Conrad 285; pt. 2, chap. 8); exhausted; he sleeps for 14 hours hidden by the ruins of the abandoned fort (Conrad 389, pt. 3, chap. 8). Stranded in the desert-island, after about ten days, Decoud drowns himself after suffering from some sort of separation anxiety (Conrad 466-471; pt. 3, chap. 10). In Sulaco, *Nostromo* realizes that a series of mistaken assumptions and incomplete knowledge about the maritime accident has made everyone believe that the boat and its cargo sink in the Gulfo Placido. In the meantime, Pedro Montero fails to intimidate Charles Gould (Conrad 379-382; pt. 3, chap. 7); with the explosives ready, Don Pepe is under instructions to blow up the mine (Conrad

377; pt. 3, chap. 6). For a week, Pedro Montero has been sending messages to Sotillo, but the Colonel, paranoid and greedy, procrastinates until it is too late. Sotillo is about to hang the English doctor when Barrios enters the harbor strikes. Sotillo's officer kills him with a sword; A fortnight later, Barrios is declared Generalissimo; General Montero, "in less than a month after proclaiming himself Emperor of Costaguana, was shot dead...by a young artillery officer, the brother to his then mistress"; Pedro Montero flees (Conrad 455-456, 458; pt. 3, chap. 10); eventually, the U.S. recognizes the Occidental Republic (p. 456). With increasing disenchantment about his role as a subaltern to his European masters, *Nostromo* decides to keep the silver; he feigns that its lost has affected his mind and gains sympathy from Mitchell and even Gould (pp. 459-460). When years later a semblance of peace finally settles, the children of his "foster parents" Giorgio and Teresa Viola—Linda, 14 years old during the three day rabble and Giselle, then two years younger (Conrad 17; pt. 1, chap. 3) —have grown; *Nostromo* is supposed to marry the elder but he falls in love with Giselle. *Nostromo* has prudently maintained low-key by growing rich very slowly (Conrad 492; pt. 3, chap. 12). Unfortunately, he gets shot, a case of mistaken identity: Viola thinks of him as Ramirez the vagabond (Conrad 529; pt. 3, chap. 13). He dies without confessing anything about the treasure (p. 529). Ironically, these are his words years earlier: "...silver is an incorruptible metal that can be trusted to keep its value for ever... An incorruptible metal,'...he repeated as if the idea had given him a profound pleasure (Conrad 282; pt. 2, chap. 8).'" Thus, the incorruptible silver has completely corrupted the "incorruptible" *Nostromo*. A possibly more unstable future is foreshadowed by the presence of the Marxist photographer, "hater of capitalists"...who takes interest in the Capataz and by extension the hidden treasure: "...the rich must be fought with their own weapons [money and wealth] (p. 528)."

Postcolonial Studies: key concepts

An attempt at postcolonial reading of the novel would require familiarity with the following terms.

POSTCOLONIAL CRITICISM deals with the works of writers in nation-states formerly colonized or invaded by European colonizers and settlers. The works of writers from colonized countries can be analyzed

using concepts such as place/displacement and hybridity, hegemony, and language (abrogation and appropriation). Conrad, in *Nostromo*, however, is an outsider; i.e., he is neither a native of the postcolonial country in the novel nor a settler. Nevertheless, the characters and the socio-historical context of the novel warrant the use of concepts discussed below.

COMPRADOR. A Portuguese word [*also Spanish*] meaning 'purchaser," is used to describe "a relatively privileged, wealthy and educated elite who maintain a more highly developed capacity to engage in the international communicative practices introduced by colonial domination, and who may therefore less inclined to struggle for local cultural and political independence (Ascroft, Griffiths, & Tiffin, 2007, p. 48). In *Nostromo*, the comprador is the owner of the silver concession, Don Charles Gould, who accumulates wealth by exporting silver to America with the help of a financier Holroyd. Two other examples are Hirsch, a trader of hide, who lobbies Gould for the supply of dynamite (*Nostromo* 2.5.192) and Anzani, the importer-shopkeeper (*Nostromo* 2.3.192150) where Sotillo even buys his field-glass on installment (*Nostromo* 3.9.414). Also, examples like Ribiera and Avellanos comprise "the new elites brought to power by independence, and often educated and trained by the colonialist powers, were unrepresentative of the people and acted as unwitting or even agents (compradors) for the former rulers (Ascroft, Griffiths & Tiffin, p 146)."

DEMONIC OTHER. "The view that those who are different from oneself are not only backward but also savage even evil (Dobie, 2002, p. 195)." An illustration of this view is the depiction of Gamacho, thus: "Gamacho, big and hot, wiping his hairy wet face, uncovered a set of yellow fangs, in a grin of stupid hilarity.../...was lying drunk and asleep...His eloquent mouth had dropped open (Conrad 366, 370; pt. 3, chap. 6)." Europeans value abstract qualities such as valor and courage, while to the Other "duplicity and cunning, together with bodily strength, were looked upon, even more than courage, as heroic virtues by primitive mankind (Conrad, p. 363)." A related term is Eurocentrism with its assumption that "European ideals and experiences are the standard by which all other cultures are to be measured and judged inferior (Dobie, p. 195)." In the novel the Blancos have condescending attitude towards the natives: Don Pepe disparages Pedro Montero as a macaque (Conrad 377; pt. 3, chap. 6).

CIVILIZED/SAVAGE. A dichotomy related to Eurocentrism and Europe's imperial/colonial ideologies. Terms like 'primitive, savage, pre-Colombian, tribal, third world, undeveloped... exotic...non-Western and Other, according to Marianna Torgovnik (in Ascroft, Griffiths & Tiffin, p. 192), "all take the West as the norm and define the rest as inferior, different, deviant, subordinate, and sub-ordinateable." The notion of the White Man's burden of civilizing the savages is personified in Holroyd, a multimillionaire from San Francisco, California, who helps Charles Gould to re-open and operate the San Tome silver mines, thus:

> And as long as the treasure flowed north, without a break, that utter sentimentalist, Holroyd, would not drop his idea of introduc-ing, not only justice, industry, peace, to the benighted continents, but also that pet dream of his of a purer form of Christianity. (Conrad 226; pt. 2, chap. 7)

However, the introduction of civilization to the 'savage' natives does not guarantee a result desirable to Europeans (see hybridity/mimicry), as Decaud notes about the narrow openings in middle part of the Viola house, "...for the better defence against the *savages* [*italics mine*], when the persistent barbarism of our native continent did not wear the *black coats of politicians*...(Conrad 217; pt. 2, chap. 7)," i.e., those who lead Costaguana after independence.

HYBRIDITY. Borrowed from botany, the term refers to "the quality of cultures that have the characteristics of both the colonizers and the colo-nized [; m]arked by conflicts and tensions (Dobie, p. 195)"; thus hybridity is not static.

Hybridity is related to mimicry, which is manifested by imitation of fashion, "manners, and language of the dominant culture by the oppressed ones (Dobie, p. 195), and is also an effect of hegemony. Martin Decaud (and even his foil Pedro Montero) manifest hybridity: "Neither the son of his own country nor of any other...[Father Corbelan on Decoud] (p. 186)." Charles Gould, "el rey de Sulaco," also manifests hybridity:

> ...the Sulaco Oligarchs (this was the phraseology of Guzman

Bento's time; now they were called Blancos, and had given up the federal idea), which meant the families of pure Spanish descent, considered Charles as one of themselves. With such a family record, no one could be more of a Costaguanero than Don Carlos Gould; but his aspect was so characteristic that in the talk of common people he was just the Inglez--the Englishman of Sulaco. He looked more English than a casual tourist, a sort of heretic pilgrim, however, quite unknown in Sulaco. He looked more English than the last arrived batch of young railway engineers, than anybody out of the hunting-field pictures in the numbers of Punch reaching his wife's drawing-room two months or so after date. It astonished you to hear him talk Spanish (Castillan, as the natives say) or the Indian dialect of the country-people so naturally. His accent had never been English; but there was something so indelible in all these ancestral Goulds--liberators, explorers, coffee planters, merchants, revolutionists--of Costaguana, that he, the only representative of the third generation in a continent possessing its own style of horsemanship, went / on looking thoroughly English even on horseback. This is not said of him in the mocking spirit of the Llaneros--men of the great plains--who think that no one in the world knows how to sit a horse but themselves. Charles Gould, to use the suitably lofty phrase, rode like a centaur. ...he looked in his English clothes and with his imported saddlery as though he had come this moment to Costaguana...straight out of some green meadow at the other side of the world. (Conrad 46-47; pt. 1, chap. 6)

Pedro Montero and his brother General Montero receive some European education; Pedro, after years spent in Paris as a servant or some inferior official in the Costaguana Legation (Decoud exposing him [Montero] trying "to pass himself off for a Secretary of Legation (Conrad 223; pt. 2, chap. 7)," imitates and appropriates its culture and ideology:

They were very much alike in appearance, both bald, with bunches of crisp hair above their ears, arguing the presence of some negro blood. Only Pedro was smaller than the general, more delicate altogether, *with an ape-*

like faculty for imitating all the outward signs of refinement and distinction, and with a *parrot-like talent for languages* [*italics mine*]. Both brothers had received some elementary instruction by the munificence of a great European traveller, to whom their father had been a body-servant during his journeys in the interior of the country. In General Montero's case it enabled him to rise from the ranks. Pedrito, the younger, incorrigibly lazy and slovenly, had drifted aimlessly from one coast town to another, hanging about counting-houses, attaching him/self to strangers as a sort of valet-de-place, picking up an easy and disreputable living. His ability to read did nothing for him but fill his head with absurd visions. (Conrad 363-364; pt. 3, chap. 5)

As can described above, Gould is portrayed favorably, while the native Montero, lazy, slovenly, and aimless, a hint at Eurocentrism of Conrad.

HEGEMONY. Dick Hebdige (1979) has quoted Hall ("Culture and the Media, and the 'Ideological Effect'") who defines the term thus:

> ...hegemony refers to a situation in which a provisional alliance of certain social groups can exert 'total social authority' over other subordinate groups, not simply by coercion or by the direct imposition of ruling ideas, but by 'winning and shaping consent so that the power of the dominant classes appears both legitimate and natural. (in *The Norton Anthology of Theory and Criticism*, 2001, p. 2455)

In the novel, the "certain social groups" are what Collits (2007) notes as "...*hombres finos*... Creole oligarchy whose moment of political hope... forms the central and ephemeral political action of *Nostromo* (p. 169)." The oligarch in the novel have lived, worked, and educated in Europe: Don Vicente Ribiera in Cordova University and Don Jose Avellanos have rubbed elbows with the aristocrats in the Court of St. James; his daughter Antonia is "born in Europe and educated partly / in England...a tall, grave girl, with a self-possessed manner, a wide, white forehead, a wealth of rich brown hair, and blue eyes (Conrad 131-132; pt. 2, chap. 1)."

The use of force and destruction is seen with Gould threatening to blow up the mines, a risk he is serious in carrying out for him to keep control of the concession; Mrs. Gould employs subtler means by providing education,

health care, and religious instruction to the mine workers in the three camps of San Tome mines.

According to Ascroft, Griffiths, and Tiffin (p. 106), hegemony is "fundamentally...the power of the ruling class to convince other classes that their interest are the interest of all." Hegemony in the novel is also manifested in terms of culture and economics. Spain and Portugal bring Catholicism and European culture: "...as a result of the destruction wrought by the Spanish and Portuguese invasions, the indigenous inhabitants had long since forfeited their collective identity...(Collits, p. 169)." Father Corbelan and Spanish missionaries before him convert thousands of natives into Catholicism: "He had baptized whole nations of Indians (part two, chapter II, p. 183)." Of late, Protestant evangelists have joined the fray for converts; Holroyd, using his millions, has also made it his project to introduce his religion:

> "Mr. Holroyd's sense of religion," Mrs. Gould pursued, "was shocked and disgusted at the tawdriness of the dressed-up saints in the cathedral--the worship, he called it, of wood and tinsel. But it seemed to me that he looked upon his own God as a sort of influential partner, who gets his share of profits in the endowment of churches. That's a sort of idolatry. He told me he endowed churches every year, Charley." (Conrad 68; pt. 1, chap. 6)

The introduction of a pure form of Christianity into this continent is a dream for a youthful enthusiast, and I have been trying to explain to you why Holroyd at fifty-eight is like a man on the threshold of life, and better, too. He's not a missionary, but the San Tome mine holds just that for him. (Conrad 299; pt. 3, chap. 1)

Hegemony subjugates Costaguana through exploitative practices. The national government agencies have neither money nor technology to run capital-extensive enterprises such as mines and railways. Shipping is even foreign as can be inferred in the Greek names of the vessels of the Oceanic Steam Navigation (OSN) Company: "Their names, the names of all mythology, became the household words of a coast never been ruled by the gods of Olympus...the Juno...the Saturn.../the Ganymede...the Cerberus.../the Minerva (Conrad 9, 10, 14; pt. 1, chap. 2)." The turn of the century also

precursors a new world order with America becoming the global superpower, in the words of the capitalist Holroyd,

> ...We can sit and watch. Of course, some day we shall step in. We are bound to. But there's no hurry. Time itself has got to wait on the greatest country in the whole of God's Universe. We shall be giving the word for everything: industry, trade, law, journalism, art, politics, and religion, from Cape Horn clear over to Smith's Sound, and beyond, too, if anything worth taking hold of turns up at / the North Pole. And then we shall have the leisure to take in hand the outlying islands and continents of the earth. We shall run the world's business whether the world likes it or not. The world can't help it--and neither can we, I guess. (Conrad 73-74; pt. 1, chap. 6). [also, Imperialism discussed below]

SETTLER-COLONIZERS/NATIVES. The term settler-colony "is often used to distinguish between two types of European colonies: settler (or settler-invader) colonies and colonies of occupation (Ascroft, Griffiths & Tiffin, p. 193)." Examples of colonies of occupation are those in India and Nigeria; examples of settler colonies are Argentina, Australia, and Canada. Costaguana is formerly a colony of Spain and has gained its independence. In the subsequent years, prospectors and laborers from Europe—England, France, Germany, and Italy settled in. The Violas and *Nostromo* comprise the Italian immigrants; Charles Gould is a third-generation English.

The natives are subalterns, people of inferior status. They are for generations marginalized, subjugated, even invisible:

> ...All the other servants...men and women, the obscure and generally invisible population of the ground floor...mozos from the stable, gardeners, nondescript helpers living on the crumbs of the munificent house--and Charles Gould beheld all the extent of his domestic establishment, even to the gatekeeper...(Conrad 359; pt. 3, chap. 4)

Subalterns are also portrayed as ignorant: "Meantime, the ignorant were

beginning to murmur that the Ribierist reforms meant simply the taking away of the land from the people (Conrad 184; pt. 2, chap. 5)."

IMPERIALISM. The term refers to "the formation of an empire, and, as such, has been an aspect of all periods of history in which one nation has extended its domination over one or several neighboring nations (Ascroft, Griffiths & Tiffin, p 111)." A related term is NEO-COLONIALISM/ NEO-IMPERIALISM, "widely used to refer to all forms of control of the ex-colonies after political independence (Ascroft, Griffiths & Tiffin, p 111)." The growing *imperio* of Gould illustrates the process of imperialism and neo-colonialism. Collits (p. 176) notes that in *Culture and Imperialism* (1993), Edward Said "criticizes *Nostromo* for 'embod[ying]...paternalistic arrogance of imperialism that it mocks in characters like Gould and Holroyd.'"

ECOLOGICAL IMPERIALISM. The term is coined by Alfred W. Crosby in 1986 "to describe the ways in which the environment of colonized societies have been physically transformed by the experience of colonial occupation (Ascroft, Griffiths & Tiffin, p 69)." "Imperialism," according to the thesis of Crosby, "not only altered the cultural, political and social structures of colonized societies, but also devastated colonial ecologies and traditional subsistence patterns (Ascroft, Griffiths & Tiffin, p 69)." Further, settler colonies "radically altered the entire ecology of the invaded lands in ways that necessarily disadvantaged indigenous peoples and annihilated or endangered native flora and fauna on which their cultures depended (Ascroft, Griffiths & Tiffin, p 69)." The effect of environmental degradation is manifested in the altered landscape of the San Tome mine in the novel.

Paradise of snakes: Postcolonial "Sulacos"

The novel presents the port of Sulaco, the capital of the Occidental Province as the richest in Costaguana: Sulaco is "the land of future prosperity, the chosen land of material progress, the only province in the Republic of interest to European capitalists (p. 365);" and "The property of the National Central Railway, of that great Costaguana undertaking...is to put money into the pockets of Englishmen, Frenchmen, Americans, Germans, and God knows who else (Conrad 217; pt. 2, chap. 7)."

With its vast reserves of precious metals, the San Tome silver mine has disturbed a number of men, prompting Don Pepe, an old Costaguana

major, to mockingly name the gorge and the mountain the paradise of snakes (Conrad 101, 197, pt. 1, chap. 8, and pt. 2, chap. 6). It has been a paradise, as immortalized in the painting of Mrs. Gould:

> Two big lamps with unpolished glass globes bathed in a soft and abundant light the four white walls of the room, with a glass case of arms, the brass hilt of Henry Gould's cavalry sabre on its square of velvet, and the water-colour sketch of the San Tome gorge. And Mrs. Gould, gazing at the last in its black wooden frame, sighed out--
>
> "Ah, if we had left it alone, Charley!" (Conrad 197; pt. 2, chap. 6).

But Gould does not leave it alone; in fact while Sulaco enjoys relative prosperity compared to the rest of Costaguana, the mine along with its environment is forever altered:

> The waterfall existed no longer. The tree-ferns that had luxuri-ated in its spray had died around the dried-up pool, and the high ravine was only a big trench half filled up with the refuse of excavations and tailings. The torrent, dammed up above, sent its water rushing along the open flumes of scooped tree trunks striding on trestle-legs to the turbines working the stamps on the lower plateau--the mesa grande of the San Tome mountain. Only the memory of the waterfall, with its amazing fernery, like a hanging garden above the rocks of the gorge, was preserved in Mrs. Gould's water-colour sketch; she had made it hastily one day from a cleared patch in the bushes, sitting in the shade of a roof of straw erected for her on three rough poles under Don Pepe's direction. (Conrad 101; pt. 1, chap. 8)

The accursed silver has corrupted not only the minds and souls of many in Sulaco and Costaguana, but it has left an ugly gash on the landscape.

There are uncanny if not disturbing similarities between 19th century Costaguana and 21st century Philippines. What Don Jose Avellanos' histori-

cal work *Fifty Years of Misrule* (Conrad 107; pt. 1, chap. 8) alludes to reflects the words of Holroyd about the country: "...what is Costaguana? It is the bottomless pit of 10 per cent, loans and other fool investments. European capital has been flung into it with both hands for years (Conrad 73; pt. 1, chap. 6)." Personal experience attests to the effects of what Filipinos call SOP or the standard operating procedure of bribery: 12 to 14 hours of road travel, one way, in what should take less than eight as contractors also have to make a profit after shelling not only 10 per cent but as rumors have it as high as 40 (the 11 story 2.7 billion peso parking building is a glaring example). Bad governance is made worse by nepotism; e.g., the tyranny of Guzman Bento:

> Thus it came to pass that the province of Sulaco, once the field of cruel party vengeances, had become in a way one of the considerable prizes of political career. The great of the earth (in Sta. Marta) reserved the posts in the old Occidental State to those nearest and dearest to them: nephews, brothers, husbands of favourite sisters, bosom friends, trusty supporters--or prominent supporters of whom perhaps they were afraid. (Conrad 110; pt. 1, chap. 8)

Nepotism in the Philippines is the political dynasty issue every Filipino voter is very familiar with. Past and present pretenders to the throne have the same goal. Those who are born before the Martial Law know the term 'crony capitalism.' Pedro Montero aims at getting a lion share of the wealth of Sulaco:

> Pedrito Montero saw in the elevation of his brother the road wide open to his wildest imaginings...meant to acquire a serious fortune for himself...he meant to demand a share in every enterprise—in railways, in mines, in sugar estates, in cotton mills, in land companies, in each and every undertaking—as the price of his protection (Conrad 365; pt. 3, chap. 5).

Filipinos are familiar with political leaders who have no qualms at appropriating lucrative positions to relatives, business partners and close

associates.

The dysfunctional politics in 21st century Philippines is also reflected in 19th century Costaguana: "This will appear less in the reflection that the fundamental causes [of revolution] were the same as ever, rooted in the political immaturity of the people, in the indolence of the upper classes and the mental darkness of the lower (Conrad 374, pt. 3, chap. 5)."

The defenders of Sulaco in the 19th Century use messengers and cable dispatches to mount counter-revolution—Reuter wire service already exist then (Conrad 211, pt. 2, chap. 7); in late 20th century Philippines, EDSA I employs telephone and radio and in the early 21st century, EDSA II, text messages. EDSA nth shall employ the social media.

Conclusions and recommendations

The novel is pessimistic; according to Tony Tanner (1992), "but the writing of it was a victory and not a barren one. It is, cumulatively, a stupendously powerful work (Introduction, *Nostromo*. p. xxvi)." Despite the difficulties –length, prose, and narrative device of the novel, the reader can benefit from its rich details that are timely and relevant: as long as abusive and exploitative systems abound, there shall always be a need to express descent—in print, in literature, and in the present and future generations, on tweets, threads, and blogs.

Nostromo is Eurocentric; here Conrad portrays the Europeans favorably but the South American natives of the fictitious country are either described, through the educated elite as negroes, apes, or ignorant.

The novel foreshadows the turbulent 20th century Latin and South America and even the Philippines. The similarities are evident. Browsing for texts on the internet using the key phrase Banana Republic (not the line of clothing) and United Fruit Company will yield in usable sites that can inform the reader about unstable governments in that region (see *The Economist* online). The Gould Concession relates to present-day destructive and exploitative natural resource mining practices (to be fair, the charitable work of Mrs. Gould at least offsets the dismal environmental conditions of the mines). Local examples show how the national government favors investors over the indigenous population who are displaced and their habitat and ecology altered and destroyed.

Readers can look into the intertextuality between *Nostromo* and "The Tempest"of Shakespeare; specifically, Caliban as a savage/slave/subaltern and Prospero and Miranda as civilizer/master/colonizer (I.ii:406-455) vis-a-vis Pedro Montero who is "taught by his European experience (Conrad 365; pt. 3, chap. 5)" and/or the native-mine workers and Mrs. Gould who sponsors a school, hospital, and church and Charles Gould who "thinks of nothing apart from his mine (Conrad 178; pt. 2, chap. 3)."

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STATUS AND PROSPECTS OF MATERNAL HEALTH CARE IN THE PHILIPPINES

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Maternal health is the health of the women during pregnancy, childbirth and the postpartum period.[1] The WHO points out that even if motherhood is often a positive and fulfilling experience, for too many women it is associated with suffering, ill-health and even death. The major causes of maternal morbidity and mortality include hemorrhage, infection, high blood pressure, unsafe abortion and obstructed labor.[2] The care of women during this stage is referred to as maternal health care. The components of maternal and child health care include reproductive health, breastfeeding, control of acute respiratory infections and diarrheal diseases, and integrated approaches to child development, among others.[3]

There is renewed interest in applying systems thinking to health programming; that is, in using a broad understanding of the health system's operations to reveal important relationships and synergies that affect the delivery of priority health services.[4] The WHO, the DOH and several others have proposed and implemented schemes to improve health care, specifically, maternal health care. However, no one has ever claimed to be at least 80%

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[1] World Health Organization. www.who.int
[2] World Health Organization. Trends in maternal Mortality. www.who.int.
[3] Valenzuela, Dr. Carmen Valenzuela and Dr. Yehuda Benguigui. Integrated Approaches and Components in Maternal and Child Health. http://www.bvsde.paho.org/bvsacd/cd53/maternal/cap3.pdf
[4] Hungtington, Dale et al. World health organization. A systems approach to improving maternal health in the Philippines. Retrieved from http://www.who.int/bulletin/volumes/90/2/11-092825/en/

successful. The question remains, what schemes can solve the delivery of priority health services? Respecting the culture, accessibility, dole-outs, to name a few, have already been tried.

The National Objectives of Health (NOH) 2011-2016 presented that in the Philippines, the underlying causes of maternal deaths are: delay in taking critical actions, delay in seeking critical care, delay in making referral and delay in providing appropriate medical management. Other factors that contribute to maternal death are unplanned, mistimed and unwanted pregnancies, poor detection and management of high risk pregnancies, poor access to health facilities brought about by geographic distance, cost of transportation and lack of staff and competent handling obstetrics emergencies. Can we say that poverty, low budget for health, has a big significance on this? If there is sufficient budget for health, there will be no delays because there will be enough people to attend to clients, and enough equipment and materials to be used in the treatment of them. Our facilities, both human and technical may lack sufficient knowledge resulting in poor detection and management of high risk cases.

Hypertension and postpartum hemorrhages are leading causes of maternal deaths in the Philippines.[5] Hypertension has always been attributed to diet and familial tendencies because of the poor diet that families share: available, inexpensive, easy-to-prepare if not instant, food on the table. In the same document of the NOH, it was mentioned that 73% of the mothers do not want additional children or want to delay pregnancy. However, the mean number of children ever born to a Filipino woman upon reaching the age of 40-49 is four, with an average fertility rate of 3.3 in the year 2008.[6] This shows that in spite of the mothers not wanting to have more children, the tendency is to give birth to more before she ends her reproductive years. Having three or four children is commensurate to a growing population.[7] Culture and religion may also have significance here as children are seen

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[5]National Statistics Office, 2008, as cited on page 42-43 National Objectives for Health 2011-2016

[6]National Statistics Office, 2008, as cited on page 42-43 National Objectives for Health 2011-2016

[7]Fertility Rates World Statistics. http://www.pregnantpause.org/numbers/fertility.htm

to be blessings from God.[8] Filipino women are very dedicated to their families. There was even a time when having less than 3 to 4 children were considered anomalous.[9]

Approximately 529,000 women die from pregnancy-related causes annually and almost all (99%) of these maternal deaths occur in developing nations.[10] One of the United Nations' Millennium Development Goals is to reduce the maternal mortality rate by 75% by 2015.[11] Causes of maternal mortality include postpartum hemorrhage, eclampsia, obstructed labor, and sepsis.[12] Many developing nations lack adequate health care and family planning, and pregnant women have minimal access to skilled labor and emergency care.[13] Basic emergency obstetric interventions, such as antibiotics, oxytocics, anticonvulsants, manual removal of placenta, and instrumented vaginal delivery, are vital to improve the chance of survival.[14]

Lavado, Rouselle, F. et al pointed out in their discussion paper, Who Provides Good Quality Prenatal care in the Philippines that women who are older, poorer and with lower educational attainment received poorer quality of prenatal care compared with women who are younger, richer and better educated. Multiparous women also received poorer quality of prenatal care. Among the health care providers, doctors provide very good

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[8]Crank, David. The Value of Children : The Blessings of a Full Quiver http://www.unlessthelordmagazine.com/articles/valueof.htm

[9]Filipino women: fire and water in one http://www.asianwomenplanet.com/info/generalinfo/philippinewomen

[10]Rev Obstet Gynecol. An Introduction to Maternal Mortality, 2008. http://www.ncbi.nlm.nih.gov/pubmed/18769668. Retrieved on Ju14, 2015

[11]Goal 5: Improve Maternal Health. Target 5.A: Reduce by three quarters, between 1990 and 2015, the maternal mortality ratio. We Can End Poverty (Millennium Development Goals and Beyond 2015). http://www.un.org/millenniumgoals/maternal.shtml. Retrieved on July 30, 2015

[12]An Introduction to Maternal Mortality, Rev Obstet Gynecol. 2008. http://www.ncbi.nlm.nih.gov/pubmed/18769668

[13]Rev Obstet Gynecol. 2008 Spring; 1(2): 77–81. PMCID: PMC2505173 An Introduction to Maternal Mortality Nawal M Nour, MD, MPH. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2505173/

[14]An Introduction to Maternal Mortality, Nawal M Nour MS, MPH Rev Obstet Gynecol. 2008 Spring; 1 (2): 77-81. Retrieved from http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2505173/

quality of prenatal care while a majority of midwives and nurses provide fair quality of prenatal care. Not surprisingly, a majority of the traditional birth attendants provide poor quality of prenatal care.[15] The latest Philippine statistics indicate that 3,800 women die of childbirth, every year.[16] There are at least more than 300,000 women under the age of 19 in need of proper care during childbirth, especially in rural areas. Statistics also show that most maternal deaths occur during the intrapartum and immediate postpartum periods. Close to half of child deaths occur in the first 28 days or the neonatal period.[17]

This study then aims to determine the status and prospects of maternal health care in the Philippines. It employs a qualitative data analysis on the literature and studies on maternal health care to characterize the status and project the prospects of maternal health care in the Philippines. This also mentions the different components or aspects of maternal health care.

Discussion and Analysis

Maternal health is not a "women's issue." It is about the integrity of communities, societies and nations, and the well-being of all the men, women, boys and girls whose own prospects in life depend upon healthy women and mothers. From a classic poem written by William Ross Wallace entitled 'What Rules the World', he said that the hand that rocks the cradle is the hand that rules the world. It illustrates the influence a mother plays on her child and in the long run to the society; that as a mother strives to nurture and teach a child, she explicitly makes the world a much better place. Women are actually given an opportunity and a privilege by God to

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[15]Lavado, Rouselle, F. et al. Who Provides Good Quality Prenatal are in the Philippines? Discussion Paper Series #2010-18. Philippine Institute for Development Studies.

[16]Mocon-Ciriaco, Claudeth. UNICEF presents emergency obstetric, newborn care training module to DOH July 24, 2015 http://www.businessmirror.com.ph/unicef-presents-emergency-obstetric-newborn-care-training-module-to-doh/

[17]Unicef presents emergency obstetric, newborn care training module to DOH. http://www.businessmirror.com.ph/unicef-presents-emergency-obstetric-newborn-care-training-module-to-doh/

be His partner in giving life to another human being.[18]   Maternal health is not only needed as a basis for social harmony and economic productivity; it also reduces costs and burdens to families and communities. Smart investments in maternal health strengthen health systems overall, and increase cost-effectiveness of resources allocated to the health sector. Investing in maternal health is not only a political and social imperative for Finance and Health Ministers, Heads of State and other policymakers, but it is also cost-effective. Healthy mothers lead to healthy families and societies, strong health systems, and healthy economies.[19] Therefore focus on maternal health care is imperative in all states. Sufficient funding to maternal health care programs will merit not only the mother but the whole family and eventually, the community. In community health nursing, when a family member is sick, the whole family becomes the concern of the health care worker because the roles of the sick family member are divided among the non-sick family members, adding burden and stress to them. Therefore, it is important that all members of the family stay healthy; especially the mother, whose one of her important roles is to take good care of the health of each member of her family.[20] Investing in better maternal health not only improves a mother's health and that of her family, but also increases the number of women in the workforce and promotes the economic well-being of communities and countries. Untreated pregnancy and birth complications mean that 10-20 million women become disabled every year, undermining their ability to support their families.[21]

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[18]Being a Mother: An Important Role of a Woman. World Vision. http://www.worldvision.org.ph/news/being-mother-important-role-woman. Retrieved on August 11, 2015

[19](Graca Machel 2010) (Maternal Health Investing in Lifelines of healthy societies and economies 2010) Graca Machel (www.who.int/pmnch/topics/maternal/app_maternal_health_english.pdf)

[20]Pope, Michelle. Responsibilities of a woman as a mother towards the family www.slideshare.net/MichellePope/responsibilities-of-a-woman-as-a-mother. Retrieved on August 11, 2015

[21]The World Bank. Millennium Development Goals. Goal 5 Improve Maternal Health by 2015. http://www.worldbank.org/mdgs/maternal_health.html. Retrieved on August 11, 2015

In 2009, the World Health Organization has released its revised recommendations to improve maternal and newborn health. The guideline gives specific prenatal and postpartum activities to be undertaken by pregnant women. For prenatal care, WHO emphasizes that mothers should observe the quantity and periodicity of prenatal visits (WHO, 2009). It is essential that mothers should have at least four prenatal visits to ensure proper care is observed. In the Philippines, the goal of the Department of Health through the Maternal, Newborn, and Child Health and Nutrition (MNCHN) strategy is to have 80% of pregnant women with at least 4 prenatal visits by 2010 and 100% by 2015.[22] Women should see prenatal visits as imperative regardless if she is primigravida or multipara.[23] Every pregnancy is unique and should be treated with utmost care as each unborn baby deserves adequate and appropriate care even before he or she is born. Having a healthy pregnancy is one of the best ways to promote a healthy birth. Getting early and regular prenatal care improves the chances of a healthy pregnancy. This care can begin even before pregnancy with a preconception care visit to a health care provider.[24]

In addition to quantity and periodicity of prenatal care, the WHO also acknowledges the need to standardize the content of prenatal care. The recommended content of prenatal care has three main categories: (1) Assessment (including history-taking, physical examination and laboratory tests to identify problems or risk factors), (2) Health promotion (including advice on nutrition, planning the birth, information about danger signs of pregnancy and contingency planning, subsequent contraception and breastfeeding), and (3) Care provision (including iron and folate supplements,

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[22]Lavado, Rouselle, F. et al. Who Provides Good Quality Prenatal are in the Philippines? Discussion Paper Series #2010-18. Philippine Institute for Development Studies.

[23]Balaisis, Elise. Importance of Prenatal Visits/ Health Choices. www.healthchoicesfirst.com/videos.

[24]Eunice Kennedy Shriver National Institute of Child Health and Human Development. July 12, 2013. http://www.nichd.nih.gov/health/topics/pregnancy/conditioninfo/Pages/prenatal-care.aspx. Retrieved on August 11, 2015.

tetanus toxoid immunizations, psychosocial support and record-keeping).[25] While WHO recommends standardizing prenatal care, it is obvious that different countries have different methods of prenatal care. Take the case of the study OF Langer et al about Routine prenatal care in Europe: the comparative experience of nine departments of gynecology and obstetrics in eight different countries. The survey revealed a certain number of differences between the types of prenatal care performed by each department. Thus, one notices differences to do the serological testing (toxoplasmosis, AIDS and hepatitis B at the first visit and in the practice of vaginal examination, systematic ultrasound examination or cardiotocography). The study concluded that the differences observed in the prenatal care furnished are only a reflection of uncertainties concerning the validity of the various tests used to monitor pregnancies. At a time when financial restrictions impose choices, an evaluation of the efficacy and cost of prenatal care to be essential are considered.[26] In other words, the content of prenatal care should be commensurate to the need of the community, considering the availability of technology and budget appropriation.

To ensure maternal health care from the grassroots level in the Primary Level of Care, World Health Organization in its Health Agenda; Millennium Development Goal 5 (MDG 5)[27] calls for national maternal mortality ratios to be reduced by three-quarters between 1990 and 2015.[28]

[25]Lavado, Rouselle, F. et al. Who Provides Good Quality Prenatal are in the Philippines? Discussion Paper Series #2010-18. Philippine Institute for Development Studies.

[26]Langer, Bruno and Marie-Pierre Caneva, Guy Schlaeder. Routine prenatal care in Europe: the comparative experience of nine departments of gynecology and obstetrics in eight different countries http://www.sciencedirect.com/science/article/pii/S0301211599000202

[27]The eight UN MDGs, all by the target date of 2015, are: (1) eradicate extreme poverty and hunger; (2) achieve universal primary education; (3) promote gender equality and empower women; (4) reduce child mortality; (5) improve maternal health; (6) combat HIV/AIDS, Malaria, and other diseases; (7) ensure environmental sustainability; and (8) global partnership for development. Read the Resolution adopted by the UN General Assembly, an outcome document of the High Plenary Meeting of UN General Assembly on the MDGs at its 65th Session: http://www.un.org/en/mdg/summit2010/pdf/outcome_documentN1051260.pdf

[28]World health Organization

These are cascaded from the national down to local municipalities level through their information campaign .Utilizing various available tools so that families and individuals are informed of their responsibility towards their health in the community,[29] there was a noticeable decline in the mortality ratio. The Maternal Mortality Rate (MMR)[30] is estimated to be at 163 per 100,000 live births as of 2010.

The overall goal is to improve maternal health and ensure the survival, health and wellbeing of mothers and their unborn.[31] Infant and maternal mortality are the most useful indicators since they reflect the general condition of the health system. Risks attributable to pregnancy and child birth as well from poor quality health care services make a strong indicator for health care status.[32] In the study conducted by the Asia Pacific e-Journal of Health Social Sciences on the utilization of maternal health care services among low income Filipino women who comprises a third of the 12.M of reproductive age,[33] the following were derived: Access to use is central to reducing maternal risks, complications and mortalities. Limited information as regard low income women with the highest number of children, low level of contraceptive use. Most low income women and Bicol women acquire antenatal care from skilled health providers. The services they receive are incomplete.Only 13.-32.4% is delivering from health facility. Access to health care providers, post natal care received four hours after delivery. Ac-

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[29]Madeleine De Rosas-Valera DOH 2012; National Objectives for Health 2011-2016, DOH). Reported in the National Statistics Office 2007

[30]Maternal mortality rate or maternal death is the death of a woman while pregnant or within 42 days of termination of pregnancy, irrespective of the duration and site of the pregnancy, from any cause related to or aggravated by the pregnancy or its management but not from accidental or incidental causes. To facilitate the identification of maternal deaths in circumstances in which cause of death attribution is inadequate, a new category has been introduced: Pregnancy-related death is defined as the death of a woman while pregnant or within 42 days of termination of pregnancy, irrespective of the cause of death.(World Health Organization)

[31](p.45 National Objectives for Health 2011-2016)

[32]page12 (NOH DOH 2011-2016)

[33]2012 Volume 1.Number 1 ISSN2244-0240):Utilization of Maternal Health Services among low income-women with special reference to Bicol Region (Romeo Lee et al 2012)

cess to traditional attendants from far flung areas was consulted for social, cultural, financial reasons.[34] These results show that in spite of the government effort to reach out to the community, the efforts are usually put to vain as the women still prefer the traditional attendants for various reasons, including financial reasons.[35]

In a report on November 17, 2014, still falling short of the target made for 2015 , the Department of Health continue to work overtime to ensure maternal care are delivered through the cooperation of DSWD 4PsPantawid Pampamilyang Pilipino Program. The Philippines is in critical danger of not achieving the target on improving maternal health 2015. Maternal deaths have been declining it appeared that it has been relatively low, appeared to have slow making the target reduction to 52 deaths per 100,000 improbable, this is attributed to inadequate access to integrated reproductive health services by women including poor adolescents by men. Early pregnancy teenage women 15-19 years old, is a problem childbearing majority were poor from and rural areas,prevalence from premarital sexual activity among young adults are increased, leads to unwanted pregnancy and abortion consequently maternal death.[36]

Unmet need for family planning remain high,decision to seek health services is always determined by gender norms in the family and community as well as religious beliefs and practices. Its further recommendation is the need to actively promote family planning and responsible parenthood most especially for low income households and young people.[37] In her study, Lavado proposes that, the content and quality of care is important to achieve better maternal and neonatal health outcomes. With the direction of health service delivery reforms to increase the capacity of the nurses and midwives to provideadequate maternal and child health care at the Barangay Health Station and Rural Health Units, it is important to identify which components

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[34]Lee, Romeo et al. Cited in the study by: Roberto Romulo. Challenge: Maternal Mortality Filipino Worldview (The Philippine Star) | Updated February 15, 2013 - 12:00am

[35]Culture of the Philippines. www.everyculture.com

[36]Department of Health, 2014.

[37]United Nation Development Program Philippines (UNDP www.ph.undp. org/content/philippines/en/home/mdgoverview/overview/mdg5/.

of prenatal care they do not regularly provide. Thus, building the capability of midwives and nurses along these components is important.[38] Further, the cultural role of hilots or traditional birth attendants (TBAs) notwithstanding, cannot provide quality prenatal care that mothers require. The "no traditional birth attendant" policy of theDepartment of Health should be further emphasized. Currently, 6% of mothers received their prenatalcare from TBAs. However, when it comes to child birth, a significant portion of mothers ended up giving birth in homes attended by TBA. Directing mothers to seek skilled birth attendant for the prenatal care and delivery requires an integrated effort within a network of service delivery providers with vital participation of the local government units (LGUs). Instead of disenfranchising the hilots from the system by disallowing them to assist women in delivery, the DOH and the LGUs can encourage and incentivize them to become agents in ensuring that pregnant mothers seek prenatal care from skilled professionals and deliver in well-equipped health facilities.

The result of same study underscores the disparities in utilizing quality prenatal care. It is imperative therefore that vulnerable mothers (i.e. those who are poor, with low education, living in rural areas, are multiparous, and of extreme ages) are targeted and that the financial and geographic barriers that prevent them to access quality prenatal care be removed. These measures can range from demand side interventions such as conditional cash transfers for seeking prenatal care and access to social health insurance, to supply side interventions such as deploying adequate health human resource to rural areas and establishing health facilities that are accredited by PhilHealth. Lastly, there is a need to measure and track the quality of prenatal care that mothers get.[39]

While it is critical for policies and programs to improve and expand services, as well as reduce the burden of cost for low-income women, these actions alone may not be sufficient to guaranteeaccess to maternal health

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[38]Lavado, Rouselle, F. et al. Who Provides Good Quality Prenatal Care in the Philippines? Discussion Paper Series #2010-18. Philippine Institute for Development Studies.

[39]Lavado, Rouselle, F. et al. Who Provides Good Quality Prenatal Care in the Philippines? Discussion Paper Series #2010-18. Philippine Institute for Development Studies.

care by the poorest and most disempowered women. The evidence presented in Lavado's paper indicates that the disappointing progress made toward Millennium Development Goal 5 could be due to the failure of programs to take a comprehensive approach to the health of poor mothers. This approach positions women's needs and realities as the central drivers of policies and programs to increase maternal healthcare access and utilization. Such an approach addresses both programmatic and structural barriers to women's participation in maternal health care, and would include the following four components:

1. Increase coverage of services to the poor and in rural communities which is a critical first step to increasing access to and use of any health service is to ensure it is available to those in need. Thus, governments need to expand the availability of services, particularly among poor communities in remote rural areas through, for example, partnering with private sector providers, incentivizing the provision of services in remote and underserved communities, and training and engaging community-based providers to deliver services and/or promote the use of maternal healthcare services. The present programs do not cover all especially those in the poor and rural areas; thus, the number of the health care providers should be increased in all areas. The health care providers in these areas should be available 24/7 in a well-equipped clinic or facility.

2. Improve quality and reduce the cost of care, particularly for the poor: As shown in this review, a number of new facility- and community-based mechanisms that go beyond the removal of user fees have succeeded in increasing the utilization of maternal health care services; some have also successfully reached the very poor. Such programs need to be strengthened and scaled up. Successful strategies have included: elimination of user fees, offering incentives and conditional cash transfers to patients, and address-ing informal fees andpoor provider attitudes by offering performance-based incentives and paying a living wage. Yet, even when maternal health care reaches poor and underserved populations, and even when it is affordable to them, strategies that reduce gender inequality through education and employment, and empower women through social support, networking, and

participatory learning and action are required to maximize investments and ensure that gains in maternal health are improved and sustained over the long term. Therefore, the most effective programs will be those that also address the final two elements. A scheme to make health care, not limited to maternal care, free for all should be the direction of the government. Proper and adequate budget appropriation can be seen as an option.

3. Transform gender norms that undermine the ability of women to seek maternal health care: For example, engage men as active agents in the well-being of their partners and children; develop community action around the importance of women's health to the health of the community as a whole, and the dangers of early marriage and childbearing.[40] Maternal health care should not just be the concern of the mother alone but should be the concern of the whole family.

4. Foster and support the empowerment of women: Women's low social status and disempowerment represent critical dimensions of inequity in access and utilization of maternal health care that are often overlooked in program design and, consequently, in program evaluation.[41] Rigorous evaluations that use both qualitative and quantitative methods should be conducted to identify and measure different determinants of inequity and impact among different populations.[42] It is important to detect differences in uptake among the poorest women, and among those who are most disempowered, to fully understand whether and how maternal healthcare programs are addressing poverty and gender inequality and how to design them to more effectively achieve the desired impact. Successful programs

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[40]Burn, Shawn Meghan (2011) . Women Across Cultures A Global Perspective, 3rd Edition (0073512338)

[41]www.scribd.com/doc/86570310/Women-Across-Cultures. Retrieved on July 11, 2015.

[42]Gender in the Information Society Emerging Issues. http://www.academia.edu/4651771/Emerging_issues_Gender_in_the_Gender_in_the_Gender_in_the_Gender_in_the_Gender_in_the_Information_Society_Information_Society_Information_Society_Information_Society_Information_Society. Retrieved on July 11, 2015.

have included those that advocate for girls' education; expand employment opportunities for women and girls; create opportunities for the development of social capital among women; and support the implementation of programs providing viable and sustainable income generation for women. The World Bank reiterates that investing in better maternal health not only improves a mother's health and that of her family, but also increases the number of women in the workforce and promotes the economic well-being of communities and countries. Untreated pregnancy and birth complications mean that 10-20 million women become disabled every year, undermining their ability to support their families.

The Government of the Philippines has placed health (in general) and maternal health (in particular) high on its political agenda of reform. In 2006, recognizing that "good maternal health services can also strengthen the entire health system," the Department of Health (DOH) launched the innovative Women's Health and Safe Motherhood Project 2 (WHSMP2). This project, funded in part by the World Bank, shifted the emphasis from identifying and treating high-risk pregnancies to preparing all women for potential obstetric complications. It fast-tracked system-wide reforms in maternal health in a few selected provinces through a set of interventions, including sector governance: improving accountability and regulatory oversight; infrastructure and essential medical products and equipment; human resource development: clinical skill-building and formation of village-based women's health teams (composed of a midwife, a pregnant woman and a traditional birth attendant [TBA]); financing: results-based financing mechanisms and social health insurance coverage; service delivery: availability, quantity and quality of essential health services.

The project aimed to strengthen the ability of the health system to deliver a package of interventions, including maternal care, family planning, control of sexually transmitted infections and adolescent health services – with a priority on serving disadvantaged women. Implementation began in Sorsogon and Surigao del Sur provinces in 2006 and completed in 2013. The DOH developed a National Safe Motherhood Programme modelled on the design of the WHSMP2. The DOH has been introducing this national programme into other provinces as an integrated element of a larger initiative

to reform the health sector. Despite slow initial implementation, progress has been made; today, Sorsogon province is seen as an early adopter of the National Safe Motherhood Programme.[43] This study in 2010 assessed the impact of the National Safe Motherhood Programme by comparing progress among a set of provinces within one region.[44] The findings presented indicated the positive synergistic effects of increased investments (technical and financial) across multiple health system functions to improve maternal health. The constraints of the study design did not allow distinguishing between the effects of a generalized increase in resources and the effects of applying a systems approach when selecting and organizing these additional resources. Nevertheless, the findings did give a strong indication of how maternal health programmes can coordinate a package of multifunctional interventions to achieve a rapid impact.

Use of the term systems approach draws on the "sector-wide approach" terminology to emphasize the importance of strengthening governmental systems to achieve development goals. In the Philippines, the DOH's purposeful implementation of a World-Bank-funded project within the context of the sectoral reform programme provides a good model of aid-effectiveness principles in practice. The experience of the country's maternal mortality reduction programme indicates the positive outcomes that can be achieved when local government leadership is coupled with investments (both domestic and foreign assistance) in multiple areas of the health system.

The systems approach to improving maternal health is not a "quick fix." The Philippines programme clearly experienced a slow start, and there were many operational delays as the country worked to refine financial mechanisms, policy development and operational guidelines. A systems approach does not mean that significant gains cannot be realized by targeted clinical interventions such as the active management of the third stage of

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[43]Hungtington, Dale et al. World health organization. A systems approach to improving maternal health in the Philippines. Retrieved from http://www.who.int/bulletin/volumes/90/2/11-092825/en/

[44]Hungtington, Dale et al. World health organization. A systems approach to improving maternal health in the Philippines. Retrieved from http://www.who.int/bulletin/volumes/90/2/11-092825/en/

labour, the use of magnesium sulfate to prevent eclampsia or the scale-up of skilled attendance. In the absence of a system-wide, holistic approach, maternal health programmes should not be constrained to take action in a step-by-step manner. However, the ability to sustain gains made by discrete interventions – and to scale them up – will only be realized as related functions in other health system building blocks are addressed.[45]

Several challenges remain in developing health system capacity to provide maternal health care in the Philippines. For example, the health information system has not yet benefited from the sector reform programme and remains a stumbling block to effective monitoring and evaluation. The data extraction for this study was a laborious exercise; it required repeated field visits to the provincial and regional data collation centers and drew upon multiple national data repositories. The DOH has recently produced a common monitoring and evaluation framework for the health sector, but much work remains to be done on consolidating different data sources, harmonizing operational definitions and increasing the efficiencies of reporting streams. The challenges in giving remote coastal communities and isolated mountain hamlets rapid access to referral emergency-care facilities remains largely unresolved – in Sorsogon province as elsewhere in this island nation – and point to the limitations of a sector-specific response in achieving national development goals.[46]

Morse and Mosher[47] share a different point of view. They claim that women aren't dying because they don't have family planning. Instead, women are dying from postpartum hemorrhage and preeclampsia. They are dying because they lack primary health care. The Philippines has a contraceptive prevalence rate of 51% and a maternal mortality rate of 209 deaths for every 100,000 births. Japan, a developed country, has an almost identical contraceptive prevalence rate, at 54%. But Japan has one of the lowest

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[45]Huntington, Dale et al. World health organization. A systems approach to improving maternal health in the Philippines. Retrieved from http://www.who.int/bulletin/volumes/90/2/11-092825/en/

[46]Hungtington, Dale et al.

[47]Anne Morse and Steven Mosher, 2013 NOV 22. Why do Filipino women die in childbirth? https://www.lifesitenews.com/news/why-do-filipino-women-die-in-childbirth

maternal mortality rates in the world, suffering only 5 maternal deaths per every 100,000 births. Filipino women are not dying from a lack of so-called "modern contraception." They are dying from a lack of real health care.[48]

Those who promote contraception under the guise of reducing maternal mortality also claim that they are simply "giving women what they want." This is simply not true. Filipino women want children—they just don't want to die while giving birth to them. Half of all maternal deaths in the Philippines occur during a woman's first three pregnancies. Filipino women express a desire for 2.5 children on average, so their first three children are wanted children. And consider this: The poorest women in the Philippines—those who suffer the most maternal deaths they would like to have three or four children. In other words, international agencies who attempt to reduce maternal mortality by preventing women from conceiving children are violating the rights of these women to decide for themselves how many children they should have. They are throwing wanted babies out with the dirty bath water of maternal death. The truth is that those who promote family planning are much more interested in controlling fertility than in actually helping women. In fact, according to the numbers, they are about three times more interested in controlling fertility. The most recent numbers from USAID show that while USAID spent 15 million dollars on family planning in the Philippines, it only spent $5 million on maternal health, and a measly $1.7 million on clean water and sanitation.[49] No woman should ever die in childbirth, but she does not have to give up her dream of being a mother to avoid this fate. Tens of millions of women safely give birth in developed nations every year, not because of contraception, but because they receive adequate prenatal and postnatal care. Artificial contraception does not make pregnancies safer; it just makes pregnancy less frequent. If international aid agencies and their Filipino stooges are truly concerned with helping Filipino women, they will focus on increasing access to pri-

[48]Anne Morse and Steven Mosher, 2013 NOV 22. Why do Filipino women die in childbirth? https://www.lifesitenews.com/news/why-do-filipino-women-die-in-childbirth

[49]Morse, Anne and Steven Mosher. Why Do Filipino Women Die in Childbirth? Population Research Institute. November 22, 2013. https://www.pop.org/content/why-do-filipino-women-die-childbirth. Retrieved on August 11, 2015.

mary health care. They will work to reduce maternal deaths, rather than to reduce maternity itself.[50]

Recently, the UNITED Nations Children's Fund (UNICEF)-Philippines has turned over to the Department of Health (DOH) the harmonized modules on Basic Emergency Obstetric and Newborn Care (BEmONC) to enable midwives to standardize the quality of the care they provide. The modules include essential intrapartum and newborn care and active management of Third Stage of Labor.[51] In another report, the Philippines has expressed optimism that it would meet a number of its targets under the Millennium Development Goals (MDG) for this year, citing in roads in reducing poverty and making basic education more accessible. In a report submitted to the United Nations Economic and Social Council recently, the government said that the country appears to be "on track" to meet the following MDG targets: providing universal access to primary education; providing educational opportunities for girls; reducing infant and under-five mortality; reversing the incidence of malaria; increasing tuberculosis detection and cure rates, and increasing the proportion of households with access to safe water supply.[52]

However, the Philippines admitted it was "lagging behind" its peers in the achievement of its goals in six areas: poverty; elementary education, in terms of completion rate; gender equality, as regards to women's political participation and the fact that boys are at a disadvantage in terms of participation in elementary- and secondary-level education; **maternal mortality**; access to reproductive health care and HIV/AIDS.[53] As for the

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[50]Morse, Anne and Steven Mosher. Why Do Filipino Women Die in Childbirth? Population Research Institute. November 22, 2013. https://www.pop.org/content/why-do-filipino-women-die-childbirth. Retrieved on August 11, 2015.

[51]UNICEF presents emergency obstetric, newborn care training module to DOH. http://www.businessmirror.com.ph/unicef-presents-emergency-obstetric-newborn-care-training-module-to-doh/

[52]De Vera, Ben. Inquirer.net. 2015 MDG poverty reduction goal may be met http://business.inquirer.net/194845/2015-mdg-poverty-reduction-goal-may-be-met#ixzz3hu4i87dE

[53]De Vera, Ben. Inquirer.net. 2015 MDG poverty reduction goal may be met .http://business.inquirer.net/194845/2015-mdg-poverty-reduction-goal-may-be-met#ixzz3hu4i87dE

health targets, "infant and under-five mortality rates have been considerably reduced and the targets will likely be achieved by 2015," the government said. "However, the increase in the maternal mortality ratio indicates that the target of 52 deaths per 100,000 live births has a low probability of being met," the government said.[54]

The World Bank stresses that we can promote the health of women by: educating girls and boys, reducing teenage pregnancies, empowering women to space births and choose family size, improving maternal nutrition, trained attendance at deliveries and better access to emergency and comprehensive obstetric, ante-natal and post-partum care.[55]

In spite of the many programs of the government to address the issues and concerns of maternal health care, no institution can claim that it has been 100% successful. It is important that all members of the family recognize the importance of being healthy. Given her role in the family, the mother should be given prime focus on health care. This study stresses investing in better maternal health not only improves a mother's health and that of her family, but also increases the number of women in the workforce and promotes the economic well-being of communities and countries.

It is equally important to study the culture of the woman more carefully. What in the culture deters her from fully complying with the conditions of the health care system? Is it false modesty? In spite of modernism, the Filipino woman remains to be shy thinking that she will be exposed to some strangers who are actually members of the health care team. Or is it because of the culture that the woman is a second class citizen so that the focus of her care is her husband and children. She delays whatever health attention that she needs reasoning that she can manage herself. Or is it because of the fatalistic attitude or the submissive mental attitude resulting from acceptance of the doctrine that everything that happens is predetermined and inevitable.

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[54]De Vera, Ben. Inquirer.net. 2015 MDG poverty reduction goal may be met .http://business.inquirer.net/194845/2015-mdg-poverty-reduction-goal-may-be-met#ixzz3hu4i87dE

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Conclusion

This study does not overlook that the government should exert the best possible way to improve the health care programs, specifically, maternal health care. Because of financial burden and inaccessibility of trained personnel, more women preferred traditional hilots. Therefore, more members of the health care team should be assigned in remote rural areas with adequately equipped facility.

Likewise, the use of media should be taken advantage of. More information dissemination on prenatal care should be presented on TV, radio or print, highlighting the disadvantages of non-compliance.

Finally, the woman should see her self-worth and realize that a healthy pregnancy is one of the best ways to promote a healthy birth, and a healthy baby, thus, avoiding future problems with maternal and child care.

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THE USE OF COLLABORATIVE AND COOPERATIVE GAMES IN TEACHING CHRISTIAN LIVING EDUCATION 5

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Introduction

Teaching is all about educating and imparting ideas, values, lessons, knowledge, norms, and rules among other things to the young. Thus, it is crucial that the pedagogy must be taken as a major priority in order that it will be effective and compelling to the pupils. In the book written by Salandanan, she said that: "based on a great number of studies on how children learn, educators came to define teaching as 'an aggregate of organized strategic methodologies' aimed to produce a desired learning outcome." (2012, p.12).

Although the classroom has been in a wave of change, structurally speaking, its main aim which is making learning the main objective remains the same. The system of learning has been revolutionized, new methodologies and strategies have been and are being discovered, developed, introduced and innovated, all for the hope of making it meet the need of the learners.

Based from many studies, students' attention span in the present time is deteriorating. Many researchers and psychologists suggested that students only have an attention span of 10 minutes (Richardson, 2010). With the same idea, many lecturers follow the so-called "10-Minute Rule." They believe that the audience's attention span is between 7-10 minutes Weinschenk, 2012). Therefore, the lecturer must be able to recapture the attention of the audience after 10 minutes. Louis Pugliese, Lecturer in Educational Psychology affirmed that attention span of students is between 8-14 minutes. He said, "While it's said that a middle school-age child's attention span is between eight and fourteen minutes, we actually have instructional periods that are much longer than that set attention span time." (2008).

With this kind of scenario, teaching is becoming more challenging nowadays especially for the teachers because they are in dire need to cope with the changes happening in the society and with the learners. James Preston explained that it is a reality that most of the teachers in our time were traditional students then and had success in traditional classrooms and because of this they tend to utilize the same traditional techniques in teaching (2012). He further explained that this digital age, the age of technology, we face a new reality that the new generation is so much engrossed and hard for them to concentrate. He said, "We live with the reality of a new generation that has a variety of factors fighting for their attention. Use the attention span equation and mix up your teaching methods to include visual, interactive, interpersonal, and hands-on techniques of delivery. You will experience less "bored breath"--and, instead, get more-engaged students. After all, engaged students = learning!" (Preston, 2012)

This study developed a CCG model used as an aid in teaching CLE 5 to the students in St. Agnes' Academy, school year 2013-2014. Specifically, it aimed to seek answer to the following sub-problems: (1) What are the features of the games used in teaching CLE? (2) What is the performance level of the pupils in the short tests? (3) What are the perceptions of the pupils on "collaborative and cooperative game" as strategy in teaching CLE 5 along, Cognitive, Affective, and Psychomotor Domains? Lastly, What model may be recommended using games in teaching CLE 5?

This study was limited to the use of Collaborative and Cooperative Games in teaching Christian Living Education in grade 5 at St. Agnes Academy, Legazpi City in the school year 2013-2014. The study chose two sections from the grade 5 classes namely 5-St. Ethelburga and 5-St. Bonaventure to be the subjects for this experimental research. These two sections were chosen because these are the classes that the researcher is handling as a subject teacher. Moreover, the sectioning in the Grade School is heterogeneous that is why pupils are well distributed and are composed of pupils with different levels of ability. This study covered one unit (Jesus the Sacrament of God) in the first quarter from June to August 2013. The main reason for choosing one quarter only is that within this period of time, the researcher will be able to get a valid result for his research since the evaluation of the performance of the pupils is being done by quarter in

St. Agnes Academy. The assessment of the performance of pupils is being done by quarter so as to know if there will be an intervention to improve their performance. In this quasi-experimental research, both of the sections were taught with the CLE concepts using the CCG and the lecture-type discussion methods.

The focus of this study was to adopt, innovate and develop original games which were called collaborative and cooperative games and were used as teaching aids in teaching CLE 5 lessons. On the other hand, the lecture-discussion strategy in teaching the lessons and the results of the short tests between the CCG and lecture-discussion group were compared to establish the effectiveness of the CCG as a teaching aid to teaching CLE. This study however, did not compare the effectiveness of this strategy with other methodologies or strategies.

Theoretical Considerations

Learning is the heart of teaching. Making learning a reality in the classroom consists of many aspects or factors such as: curriculum, teaching methodologies and strategies, environment, materials used in teaching, attitude of teacher towards teaching, readiness and the motivation of the students and many other things. One of the most vital among these factors is the teaching methodology and strategy since it deals directly on the teaching-learning processes, wherein the teacher engages the pupils to learn and put this learning into practice.

The present study is rooted in several theories about game as a strategy in teaching CLE 5. The following are the theories used in this study: ADDIE Model, Bandura's Social Learning Theory, Vigotsky's Social Learning Theory, Vroom's Expectancy Theory and Kohlberg's Moral Development Theory.

The development of the "Collaborative and Cooperative Games" is the main focus of this framework. The expected output for this model is that "CCG" will be an educational, fun, exciting and challenging learning process. Before all this can be attained, there are important theories to which served as the foundations for this framework.

The first foundation is the ADDIE Model. It is a framework used for Instructional Designing. ADDIE is an acronym which stands for Analyze, Design, Develop, Implement and Evaluate. Moreover, it is also the five phases

to be followed in designing or creating a course for instruction. Now, ADDIE model is directly connected to the development of the "Collaborative and Co-operative Games as seen in Figure 1. This is because this model was followed by the researcher in designing and developing games used in this study. This framework model served as a guide for the researcher in creating and developing appropriate, educational fun and exciting games that were used in this study.

Bandura's theory will be of great help in the development of "CCG" for the reason that this theory affirms that children can learn by observation and interaction. "CCG" is a kind of game designed to be played by groups thus it ensures that there will be learning that will happen. Through the games the students are able to learn by observing the actions, strategies, and the behavior of their group mates. Through this, the students will imitate all the good, desiring and pleasing behavior and actions of their group mates and the other groups such as being sport, united, helpful and cooperative.

Another theory used in this study is the Social Development Theory (1978) of Leo Vygotsky, a Russian psychologist. In this framework, the researcher concentrated on the social interaction. This theory states that socialization plays an important role in the learning process of a person. This theory was a great help in the development of "CCG" it is because this theory stressed about learning occurs through interaction. Now "CCG" was designed to be pupil centered activity wherein pupils have to cooperate, participate in the brainstorming activity, in performing and doing the task, and in sharing their learning during the processing part. Thus, this theory supported the fact that "CCG" could result to an educational, fun, exciting and challenging learning experience.

Vroom's Expectancy Theory (1964) is a "cognitive process theory of motivation that is based on the idea that people believe there are relation-ships between the effort they our forth at work, the performance they achieve from that effort, and the rewards they receive from their effort and performance" (Lunenburg, 2011, p.1).

The Moral Development theory of Kohlberg states that morality of the children is developmental; it begins from the childhood years and can be affected by several factors. In this study, this theory supports the "CCG" because pupils learned different values from this game which is part of the learning domain called the affective domain.
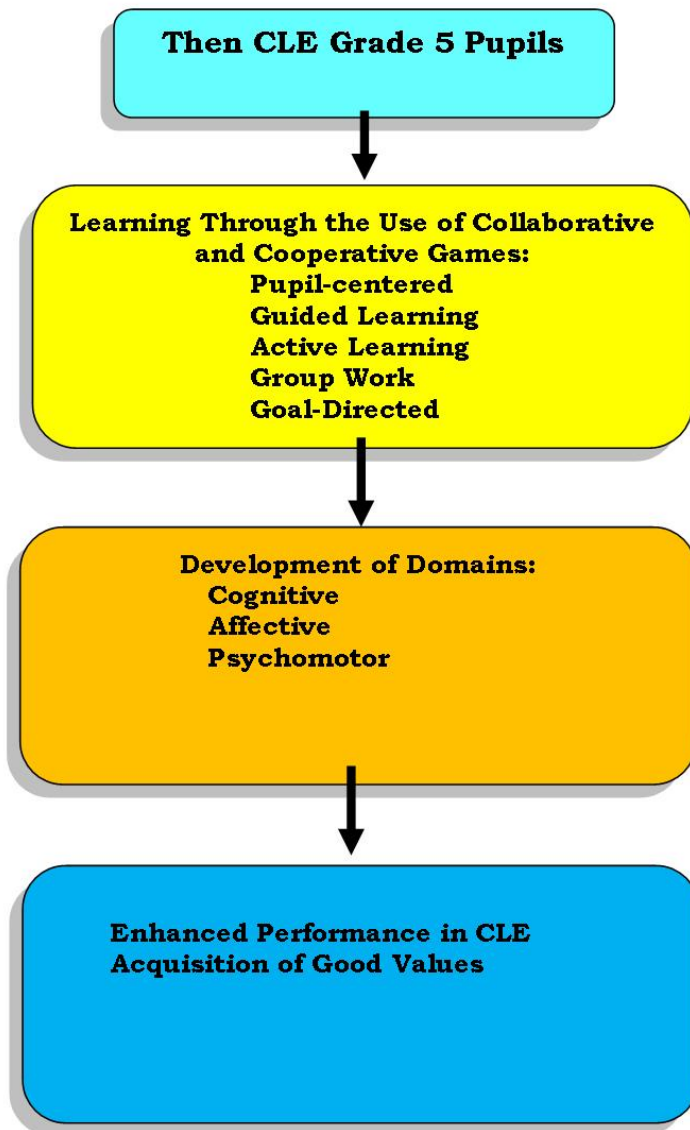
Then CLE Grade 5 Pupils

Learning Through the Use of Collaborative and Cooperative Games:
        Pupil-centered
        Guided Learning
        Active Learning
        Group Work
        Goal-Directed

Development of Domains:
    Cognitive
    Affective
    Psychomotor

Enhanced Performance in CLE
Acquisition of Good Values

Figure 1. **Conceptual Framework**

Conceptual Framework

Based on the theories presented, figure 1 exhibits the conceptual framework model, which shows the relationship of the variables of this study.

When games are employed as a strategy in teaching they make the teaching-learning process more educational, fun, exciting, interesting and motivating not only on the part of the pupils but also on the teacher. Thus, there are benefits that games as strategy can offer in the field of education.

There are many kinds of games which are emerging today. There are computer games, online games, games which require lots of movements also known as physical games, educational games that can be played in groups or by a single person. The CCG are games that require them to interact, compete, exchange ideas, to be active in but doing it educationally.

The researcher developed original games and also adopted and modified games from other existing games played in the classrooms which are collaborative and cooperative. The Collaborative and Cooperative Games which have features such as pupil –centered, guided-learning, active-learning, group work, goal-directed, and fun, exciting and challenging will be used as a strategy in teaching the following concepts or topics: 1) The importance of signs and symbols   2) Jesus communicates to us through signs and symbols 3) Jesus reveals His love to us through signs and symbols 4) Jesus continues His presence to us through the Church—the Mystical Body of Christ 5) Meaning and classifications of the Sacraments 6) Jesus invites us in Baptism to belong to God's Family.

"CCG" is actually a synthesis of the cooperative games and collaborative games. These two kinds of games are separate existing games. Each one has its own characteristics. Most of the writers and researchers would agree that these two games are strictly different kind of games that have its own purpose and functions. Thus, the researcher came up with this idea to find the similarities and differences of these two games and come up with another new kind of game, something which is both collaborative and cooperative. The similarities of the cooperative and collaborative gave way to the birth of the "Collaborative and Cooperative Games" and its six vital characteristics and these are the following: pupil-centered, guided-learning, active learning, group work, directed towards the attainment of goal/s and fun, exciting and challenging.

The grade 5 pupils are the subject of this study. The Collaborative and Cooperative Games will be used in teaching them the prescribed topics. This "CCG" could be an effective strategy in teaching these concepts in the sense that the pupils at this stage are fond of playing games. Games make them enjoy, relax and learn many things.

Since CCG is rooted on the nature of the children playing games, when it is used as a tool in teaching CLE 5, will lead to the development of the three learning domains of the pupils namely: Cognitive, Affective and Psychomotor. If these learning domains are developed through the CCG, this would lead to more concrete results: Enhanced Performance in CLE and Acquisition of Good values such as respect, unity, collaboration, cooperation, humility and friendliness.

Discussion and Analysis

The Use of Collaborative and Cooperative Games
in Teaching Christian Living Education 5

The lesson plans designed and prepared by the researcher covered the five-day lessons, the format followed in St. Agnes' Academy, Legazpi City, patterned after the format of the Association of the Benedictine Schools (ABS). After the concept/topic is taught, the researcher used the fifth day for the short test both for the CCG group and for the lecture discussion group.

Table 1 shows the summary of the Collaborative and Cooperative Games features. The first column shows six features of the games namely pupil-centered, guided-learning, active-learning, group work, goal directed, and fun, exciting, and challenging games. The second column shows the justification why they are considered as CCG.

Collaborative and Cooperative Games is a very promising effective strategy in teaching CLE because it has six very important features. These features are: 1) Pupil-Centered Activity, 2) Guided Learning, 3) Active Learning, 4) Group Work, 5) Directed towards the Attainment of Goal, 6) Fun, Exciting and Challenging.

The first feature was **pupil-centered**. The pupils were the ones who performed or accomplished the task. The pupils had a great part in establishing the rules and regulations of the game. Another reason was that, the

pupils had a higher level of participation than the teacher.

Table 1
Summary of the Features of the CCG

Features of the Games	Justifications
Pupil-Centered	• The pupils were the ones who performed and accomplished the task. • The pupils took part in establishing the rules. • There was a higher participation from the pupils rather than the teacher.
Guided-Learning	• The teacher acted as a facilitator or guide of the games and of the processing part. • The pupils were the ones who discovered their learning through the game with the guidance of the teacher.
Active-Learning	• The pupils engaged themselves in doing different activities while they learn values and concepts.
Group Work	• The games are designed to be accomplished by working as a group.
Goal-Directed	• The games aimed to make the pupils learn the concept / lessons. • The games also targeted to make the pupils understand abstract concepts by letting them experience it.
Fun, Exciting and Challenging Games	• The games challenged the pupils to think, reflect, strategize, cooperate and collaborate with one another • The pupils enjoyed doing the tasks but at the same time they leaned many things.

The second feature was a **guided-learning** because in the teacher acted as a facilitator both for the games and for the processing part. The pupils were also the ones who discovered their learning through the games with the guidance of the teacher.

The third feature was **active-learning**. This is all about making the pupils move, making them do something productive and will make them learn. Thus, the games in this study make the pupils do interacting with one another, accomplishing challenging tasks, having a healthy competition

with one another, brainstorming and many other activities which they did not just enjoy but also made them learn lessons or concepts.

The fourth feature of the games was **group work** as games were designed to be done or played in a group or by groups, hence the pupils were able to interact with their group mates and classmates.

The fifth feature was **goal-directed**. The games were all designed for the pupils to easily and deeply understand the concepts or lessons. This was actually the prime goal of these games. Another goal was for the pupils to learn or experience the Christian values through interacting, collaborating, cooperating, listening, sharing and respecting the differences and weaknesses of other people.

The last feature of this game was **Fun, Exciting and Challenging**. The games challenged the pupils to think about what they will do to accomplish or finish the task on time. It challenged them to strategize how they can work effectively as a group and how they can beat the time. Moreover, it also made them cooperate and collaborate with one another since all the games were designed to be accomplished as a group.

The Justifications of Collaborative and Cooperative Games, the Six Games Used in this Study

The first game is called "**Connect and Guess the Pics.**" This game was designed to aid the pupils understand the importance and value of signs and symbols. It was patterned after the game called "4 pics 1 word", a free game application for android phones, tablets and computers. In this game, the players are presented with four pictures, and then they had to analyze, connect or find the commonality of these four pictures. Below the pictures are boxes representing the number of letters of the word which give a clue to the answer to the puzzle. Under the boxes are sets of scrambled letters which the player would find or form the correct word for the answer. The difference of this game from the "4 pics and 1 word" are the following: the player cannot "buy a letter" or get an extra clue. This game is done under time pressure and is designed for a group game. There is a short discussion/explanation every after guessing of the respective pictures.

This game is a Cooperative and Collaborative Game because it possesses the six features. It is pupil-centered, because the pupils were the ones

who accomplished the task and they were also involved in establishing the rules.

The first game also possesses the second feature which is guided- learning. In the course of the activity, the teacher did not act as the fountain of information or knowledge; instead, he served as a guide in order for the pupils to discover the important concepts/lessons.

Another important feature of the first game was that it promoted active learning. The pupils engaged themselves to learn the concepts by thinking, analyzing, working as a group, brainstorming and explaining the correct answer.

The first game was also a group work because the pupils performed and accomplished the task independently by group through brainstorming activity. The game was also directed towards the attainment of goal/s, because the pupils were able to accomplish and finish the task properly according to the objectives set for the particular learning task.

The game was also fun, exciting and challenging because the pupils were able to play a game in CLE class where they directly interacted with one another, and became close to their classmates. They also learned how to strategize, think, reflect, cooperate and collaborate with their group mates. Looking at the first game, it was very evident that game one employed the Collaborative and Cooperative Games; hence it had the six features of a strategic approach in teaching.

The second game used in this study was called "**Cracking the Code.**" This game was designed to aid the pupils understand that signs and symbols revealed a concrete message. This game was patterned after the commonly played game "paint me a picture". Paint me a picture is played by dividing the class into smaller groups then by giving the pupils some situations they have to choreograph or role play according to the given situation within a limited period of time. All the group freeze after the given time is over. On the other hand, the game "cracking the code" is done in an almost the same manner. However, they were not given situations but rather codes (signs or symbols). They had to crack it and must be able to get the message of the code in a limited period of time.

This second game is a Collaborative and Cooperative Game because it also possessed the six features. First, it was pupil-centered because the pupils

themselves did the activity and tried to discover the hidden message of the symbols. The pupils were also the ones who discussed the correct answer to the class and they were involved in creating the rules of this game.

Game 2 also had the feature of guided-learning. This game was a guided-learning activity because the pupils analyzed, synthesized and looked for the connections between the pictures and guessed the correct answer. In other words, the teacher acted as a guide and not as a fountain of information.

Another important feature of CCG which was visible in this game was that, it promoted active learning. It was active learning because the pupils engaged themselves in doing something for learning. For this particular game, the pupils had to decipher the codes, find the relationship of the pictures and choreograph the message themselves to demonstrate their answer.

The second game was also a group work because the task given in this game was accomplished by the pupils by working as a group, as it was designed as a group activity. Another feature of CCG present in this game was that it was goal-directed. The goal of this game was for them recognize that signs and symbols tell a message and this was carried out in the course of the game especially in the processing part. Furthermore, this second game was also fun, exciting and challenging because the pupils enjoyed working in a group and they also enjoyed doing the challenges.

The third game is called "**Molding the symbol of love**." This game was designed to aid the pupils understand and identify the signs and symbols used by Jesus in showing His love for us. The class was divided into six to seven groups. Each group was asked to pick a Biblical passage through drawing of lots and they read, discussed and analyzed their chosen passage in their respective groups. The aim of each group was to identify the signs and symbols used by Jesus in the story to show His love for us and they must be able to translate it by making a clay model. The pupils must finish the challenge in a limited time.

The third game is a CCG because it had the six features of the "CCG". The first feature was pupil-centered. This game was pupil centered because the pupils were the ones who did challenges or did the task and by sharing to the class the things that they had learned in the activity. The pupils were also consulted in making and finalizing for the rules of the game.

The second feature present in this game was that it was a guided- learn-

ing because the pupils were the ones who brainstormed to identify the signs and symbols used by Jesus in the story to show His love for us and they created clay models for this. Brainstorming activity was a guided learning because the pupils were the ones who discussed, shared and explained their points.

The third game also promoted active-learning because pupils accomplished something during the brainstorming activity which was to create a clay model and to interact with other people. Furthermore, in the process questions, it was also the pupils who shared or discussed the things that they had learned in the activity.

This third game also had the fourth feature which was group work because the game was actually designed to be accomplished or done by groups. In this game, the pupils had counted off one to six to identify their group mates.

This game was also goal-directed which was for the pupils to identify the signs and symbols used by Jesus in showing His love for humankind. This goal was achieved when they brainstormed on the biblical story.

The last feature of CCG which was present in this game was fun, exciting and challenging because of its nature. Secondly, it was also fun because the pupils accomplished the task as a group. This game was also exciting and challenging because they strategized, brainstormed, cooperated, and collaborated and accomplished the task properly for a limited period. With all these six features of the CCG present in the third game, it was very evident that this third game was a CCG.

The fourth game was called "**We are one with this**." This game was designed to aid the pupils recognize and understand that whatever they do, good or bad, affects other people because they are connected to one another. This game was played by dividing first class into six to seven groups. Each member of the group was given a stick and they aimed to transfer three balls into a container. The aim of each group was to transfer all the balls without holding them and they must be able to accomplish this in the shortest time possible.

Just like with the first, second and third game, this game was a CCG because it also had the six features. The first feature present in this game was that it was pupil-centered because the pupils were the ones who ac-

complished the task. In this particular game, the pupils were also the ones who strategized through trial and error to figure out how to accomplish the task properly and on time. The role of the teacher in the entire game was as a facilitator.

The second feature of this game was guided-learning because the pupils were the ones who figured out the best strategy to apply and the best way finish the task. In other words, the pupils were the ones who discovered the things that need to learn in that particular activity.

This game was also active-learning because the pupils engaged themselves in learning the concept or lesson by engaging themselves in an activity. In this particular game, the pupils learned about the value of unity not by defining and discussing to them what unity is all about but by letting them experience and discover it.

The fourth feature of this game was group work because it was designed to be played in groups. In this particular game, the pupils discovered their true strength by working together as one.

This fourth game was also goal-directed which was for the pupils to understand the concept, that whatever they did, good or bad, affected other people. The second goal was for them to work together because it was the only key to accomplish the task properly. Another goal of this game was for them to follow the rules they had set.

The last feature of CCG present in this game was that it was fun, exciting and challenging because they worked together, accepted their differences and weaknesses and did the task. With all these features, it was very evident that it was a CCG.

Game number five was titled "**Make me whole again**." This game was designed to aid the pupils to identify and understand the meaning of sacrament and the classification of the sacraments. This game was also designed to be played in groups. The class was divided into seven groups corresponding to the seven sacraments. Each group was given a box containing a jigsaw puzzle where all the pieces were mixed. All the groups assembled the jigsaw puzzle to see the sign or symbol of the sacrament they got. After assembling the puzzle, the leader went to the board and looked for the same picture as their puzzle. The leaders read the details about the picture. On the other side of the board, were the labels for the classifications of the sacraments which are:

Sacrament of Initiation, Sacrament of healing and Sacrament of Vocation. The leader transferred the picture and pasted it on the classification of the picture. The group which completed the classification first wins the game.

This game was a CCG because it had its six features. The first feature was that it was pupil-centered because the pupils were the ones who accomplished the task to assemble the puzzle and be able to identify where this particular picture of the sacrament belonged.

This game was also a guided-learning because the pupils were in-charge of their learning by doing the task. They also discovered and learned the concepts about the divisions of the sacrament while playing.

Another feature of CCG present in this game was that it promoted active-learning the pupils engaged themselves in an activity that led them to learn the concepts. Hence, the pupils had collaborated and cooperated in assembling the puzzle which was the only key in order to know the different classifications of the sacrament.

The fifth game was also a group work because it was designed to be played or accomplished in groups. In this particular game, the pupils had to cooperated and collaborated as a group so that they would be able to assemble the puzzle.

The next feature of CCG in this game was that it was goal-directed. The main goal of this game was for the pupils to learn about the classification of the seven sacraments. This goal was achieved when the pupils were able to do the task.

The last feature of CCG present in this game was that it was fun, exciting and challenging because the pupils worked as a group and figured out the kind of sacrament they got which they found it by assembling the puzzle. With all these features present in this game, it is very clear that this game was a CCG.

The last game was called "**I Belong.**" This game was designed to aid the pupils recognize and understand the importance of being accepted in a group. It helped them to experience concretely the value of belonging and acceptance. This was a very challenging game because the pupils should find their group mates according to colors the teacher assigned them. The pupils must be familiar with their ID combinations so that they could easily find their groupmates or form a group. Pupils listened carefully for the

instructions because they were only given one minute to find their group. The pupils who earned the most number of points won in the game.

This was a CCG because it had the six essential features. The first feature was being pupil-centered. It was pupil-centered because the pupils were the ones who did the task and they were the ones who also discussed what they have learned from the activity.

Another feature present of this game was that it was a guided-learning activity because they were the ones in-charge of discovering the concept or the lesson about belonging which was the spring board to the lesson on baptism. The concept on belonging was experienced by the pupils as it was designed for this.

This game also promoted active-learning because the pupils engaged themselves in an activity where they had learned the concepts of the lesson. In this particular game, the pupils looked for their group mates who had the same color as their "ID". This would lead them to understand the value and importance of belonging which was also the spring board in order for them to fully understand the concept of Baptism.

Another feature of this game was that it was a group work. This game was designed to be played as a group. It was about finding their group mates according to the color of their ID for a limited period.

It was also goal-directed because the main goal of this game was for the pupils to learn about the concept on belonging. After the game they should connect the lesson or values they experienced to the concept of belonging, the importance of being in a group.

Finally, another feature of this game was fun, challenging and exciting because the game was under time pressure and the pupils should find their group mates before the bell rang. With these descriptions, it was very evident that the sixth game was a CCG.

The Performance Level of the Pupils in the Short Tests

The performance level of the pupils was measured through a short test. There were two sections involved in this experimental study, the Grade 5 St. Bonaventure and Grade 5 St. Ethelburga. There were 46 pupils in each class who were subjects of this study. The design was for each topic, to be taught in two different strategies in the two sections. For the first topic, one

section was taught using the CCG while the other section was taught using the lecture-type of discussion. For the second topic, the section that had the CCG was taught using the lecture-discussion type while the other section was taught using the CCG. In other words, both sections experienced the CCG strategy and the lecture-type of discussion which was the usual way of teaching CLE. This scheme was also true with the rest of the succeeding topics. There was an alternate/exchange methods used for the two sections.

After each topic was discussed, the pupils were given a twenty-item short test both for those who were taught via the CCG and the lecture-type of discussion. The result of the short test determined the performance level of the pupils per section for each topic.

Table 2

Performance Level of the Pupils in the First Short Tests on Importance of Sign and Symbols

Strategy Employed	Mean of Scores	Performance Level of the Pupils
"Collaborative and Cooperative Game"	17.76	*Very High*
Lecture	17.26	*Very High*

Table 2 shows the result of the first short test. Based on the Table, the performance level of the pupils who were taught via the CCG strategy was very high. It obtained a weighted mean of 17.76. On the other hand, the performance level of the pupils who had the lecture-type of discussion also had very high performance level. It obtained an average weighted mean of 17.26. The result reveals that although the level of performance of the pupils was very high both in using the CCG and in the lecture-type strategies. However, it was still very visible that those pupils who were taught using the CCG got a higher mean than the pupils who were taught using the lecture-type of discussion. The gap in the result between the two groups implies that the game was effective in making the pupils learn the concepts in the lesson. The reason behind this was that the features of the CCG were suited to the age of the pupils. It catered to their need, and it made them learn in a fun and exciting manner. Through this, the pupils were able to utilize the games in knowing and understanding the significance of signs

and symbols with the real meaning behind them.

On the other hand, the verbal interpretation for CCG and the purely lecture method were both very high. The result would seem to appear that the use of CCG did not affect the pupil's learning. However, this was not the case because signs and symbols are considered as very general topics. Consequently, these were encountered everyday, either at home, in school, or the places they go. Therefore, since the pupils were already familiarized with the general and common signs and symbols, they found it somewhat easy to grasp their meanings. Hence, it served as a stimulus for the pupils that conditioned their mind this process.

This scenario confirms B.F. Skinner's operant conditioning theory (1948), wherein one's behavior is affected by the stimuli. Second, the gap between them would clearly show that "CCG" aided the learning process of the pupils. This is true with Vygotsky's scaffolding theory (1978) that is used in the learner's Zone Proximal Development (ZPD). Specifically, the aforementioned set of games became a framework for the students to extend their actual learning to the potential one.

Table 3

Performance Level of the Pupils in the Second Short Test on Jesus Communicates to us Through Signs and Symbols

Strategy Employed	Mean of Scores	Performance Level of the Pupils
"Collaborative and Cooperative Game"	17.02	*Very High*
Lecture	16.85	*Very High*

Table 3 reveals that the level of performance of the pupils in CCG was very high because it got a mean of 17.02. Likewise, the performance level of the pupils in the lecture-type strategy was also very high with a weighted mean of 16. 85. Similar to the first test, the performance level of the pupils, both in CCG and in lecture-discussion was very high. This reveals that this second topic which was, "Jesus reveals His message to us through signs and symbols", just like the first topic was easier for the pupils to comprehend and understand the concepts taught because it dealt with signs and symbols. Similarly, Jean Piaget's concrete operational stage (1973) further explains

that grade 5 pupils cannot yet fully comprehend abstract things. What they can really comprehend easily are those things which are concrete and visual.

Now the topic of the lesson was about showing that Jesus uses signs and symbols to reveal His message to humankind. Examining and looking at it closely, the revealed signs and symbol were concrete and visual. This means that the abstract concepts (messages of Jesus) became comprehensible and understandable to the pupils because it was linked or incorporated with the things which were concrete and visual (signs and symbols).

The CCG 2 had a higher level of analysis in its method/procedure in understanding the connection between the abstract (message of the signs and symbols) and the concrete (signs and symbols). Because of this, there is a wide gap of the result between the lecture method and that of the CCG. In instructional strategies, analysis was described as the process of breaking down objects or ideas into simpler parts and finding evidence to support generalizations (Bloom, 1956). In knowing the topics, analysis is needed in order to connect the relationship between them. Therefore, at this grade level, and particular in CLE, the pupils were expected to have at least partial skills in doing analysis. In this manner, the CCG 2 contains an analysis method that enabled the learners to understand the lesson given.

Table 4

Performance Level of the Pupils in the Third Short Test on Jesus Reveals His Love to us through Signs and Symbols

Strategy Employed	Mean of Scores	Performance Level of the Pupils
"Collaborative and Cooperative Game"	11.35	*High*
Lecture	9.59	*Low*

The result of the performance of the pupils in Table 4 shows that for CCG, the level of performance of the pupils was high for it obtained an average weighted mean of 11.35. On the other hand, the level of performance of the pupils in the lecture strategy was low. It obtained an average weighted mean of 9.59. Compared to the results of the previous short tests wherein pupils' level of performance were both very high, the performance of the pupils in this test declined. Noticeably, the outcome showed a wider

gap between the mean of the CCG and that of the lecture strategy.

Furthermore, the performance did not reach a high level. The concepts involved in the third topic titled "Jesus reveals to us His love through Signs and Symbols" were very abstract since the pupils needed to indentify the signs and symbols used. Specifically, it presented how Jesus showed His love to humankind through some Biblical stories about healing miracles. In this activity, symbols that represent love could be a word spoken by Jesus or an action done by Him in healing the sick. Subsequently, such topic required the pupils to analyze, evaluate and understand the signs and symbols used by Jesus.

However, on this Concrete Operational Stage, pupils had difficulty in using deductive logic, which involves using general principle to determine the outcome of a specific one (Cherry, nd.). This would further mean that when the pupils were given abstract ideas first rather than the concrete ones they found it hard to see the connection.

Hence, this clearly shows that the procedure in teaching the lesson was not parallel to the learning process of the pupils. This implies that their learning was affected by the logical sequencing of how the topic was presented.

The third CCG contained group brainstorming activity. The purpose of this collaborative work was to lessen the individual difficulties of the students in dealing with abstract things. This was simply a concretization of the principle which states that "Two heads are better than one." It is in this manner, that each pupil had known and understood the connections of abstract concepts with the real things. This was also validated in the study of Alberto (2009) titled Cooperative Learning Techniques in Enhancing Competences in Science Health 6. The assessment showed that the lessons were considered excellent because aside from the congruency among the objectives, learning experiences and assessment, the cooperative learning techniques had fitting features.

In addition, they reformed the clay molding activity. This involved visual, kinesthetic and interpersonal intelligences, and Howard Gardner in his book, titled "Frames of Mind" theorized that these intelligences are potential for finding or creating solutions to problems, which involved gathering new knowledge. In particular, children of this age, generally have such aforementioned intelligences (1983). This particular activity served as a mode of accommodation of the intelligences in understanding the lesson.

Impliedly, the degree of learning was likewise, affected by proper recognition of one's specific type of intelligence.

In conclusion, though the lesson was quite difficult to be understood because of the seen discrepancy between logical procedure of the lesson with the status of the cognitive learning development of the children as evidently seen in the low result of the tests, the procedure using CCG 3 somehow addressed the learning difficulties of the pupils in the course of the lesson as clearly shown in the gap of the result of the short tests between the purely lecture method and the involvement of the game. Raguero in his paper titled "Learning Styles in Social Studies of Fourth Year Students of Daraga National High School," finds similar conditions wherein he emphasized the importance of a resource material that is purposely designed for a particular type of learner is very necessary in ensuring one's better learning (2012).

Table 5

Performance Level of the Pupils in the Fourth Short Test on Jesus Continues His Presence to us through the Church— The Mystical Body of Christ

Strategy Employed	Mean of Scores	Performance Level of the Pupils
"Collaborative and Cooperative Game"	13.48	*High*
Lecture	12.89	*High*

Table 5 shows that the performance level of the pupils in using CCG obtained a weighted mean of 13.48 while those taught using lectures got a weighted mean of 12.89. Both results were interpreted as high. In the lesson, there were harder concepts to be reconciled such as the Church as a mystical body, Christ is the head of the Church, and the union of the individual members of the Church. This would mean that it needed concrete experiences from the learners in order to better grasp the meaning of these concepts that were substantially abstract in nature. Nevertheless, though children at this stage are expected to have logical explanations of abstract things, it is still not enough to comprehend highly abstract realities.

This assertion is also true to Piaget's Theory of Concrete Operations Stage (1973) which explains that pupils who are in this stage have great

difficulty in understanding abstract realities that is why the only way for them to grasp these abstract things is to based them on concrete things. In addition, this stage only serves as initial period for the children to have personal concrete experiences in relation to intangible realities. Thus, the expected degree of comprehending the lessons depends on the status of their experiences. Hence, the results which were moderately high were understandable. On the other hand, it could be gleaned in the Table that the learning of the pupils through the use of CCG 4 had a higher rating than the lecture method alone. The CCG 4 contained elements that stirred the children to personally and concretely experience the abstract realities of unity, sense of belonging, and responsibility. It is in this manner that led them to logically pinpoint the expected learning in the lesson. This evidently suggested that the degree of the pupils' learning was affected by design of the game which was experiential based. This is similar with the findings of the study of Antioquia titled "A Pedagogical Model in Teaching Values Education in the Secondary Schools, Province of Albay" where he established that in most cases the learning of the students in Values Education do not confront the real scenarios of the students' day to day life. Consequently, this led to his proposed model which is essentially characterized by experiential based learning approach (2012). In conclusion, the result clearly suggested that the CCG was an effective strategy in teaching the pupils to understand some abstract concepts in CLE 5.

Table 6

Performance Level of the Pupils in the Fifth Short Test on the Meaning and Classification of Sacraments

Strategy Employed	Mean of Scores	Performance Level of the Pupils
"Collaborative and Cooperative Game"	13.09	*High*
Lecture	11.07	*High*

Table 6 presents that the performance level of the pupils using the CCG which obtained a weighted mean of 13.09, while the purely lecture-discussion method yielded a weighted mean of 12.89. Noticeably, they had similar verbal interpretation of high. In particular, the concepts involved in

this lesson were the following: Sacrament as an outward sign, the reality of sacramental graces, the meaning of Initiation, Healing, and Ministry as classifications of the seven sacraments. These concepts were categorized as highly abstract in nature, indeed much higher than the preceding lessons. It is in this context, that pupils encountered the same problem of correlating the aforementioned topics with their concrete experiences, thus, the low rating of the test results. This was the reason why according to Christine Yount Jones (2014), in her article titled "Teaching Abstract Concepts to Kids" in order to teach effectively the children about highly abstract things we have to provide them with appropriate mental hooks for the concepts, these are things that children can relate to or are familiar with (concrete things). CCG 5 basically touches the curiosity dimension of the pupils.

This served as basis in enhancing the active learning disposition of the pupils in the discovery approach as they performed the games. This process lessened their difficulty in grasping the main concepts beyond those abstract realities. This reaffirms the study made by Jhonner Ricafort titled "The Effectiveness of Active learning Strategy on Selected Topics in Light and Optics" which found out that an activity which promotes active learning is very effective in enhancing the understanding of the students about the concepts being taught in the lesson (2010).

Table 7

Performance Level of the Pupils in the Sixth Short Test on Jesus Invites us in Baptism to belong to God's Family

Strategy Employed	Mean of Scores	Performance Level of the Pupils
"Collaborative and Cooperative Game"	14.70	*High*
Lecture	11.91	*High*

Table 7 shows that the performance of the pupils in the sixth short test taught with the CCG obtained a weighted mean of 14.70 and the lecture-discussion method got a weighted mean of 11.07. They were both interpreted as high.

The nature of the topic parallels that of lesson 4 (The Church, the Mystical Body of Christ). The present lesson, likewise, contains the theme

of sense of belonging though specifically it dealt with a concrete way of experiencing union through the Sacrament of Baptism. Particularly focusing on this sacrament had somehow heightened its level of abstractness. This was so since the particularization of the topic limited and confined the focus of the learner. This assertion is in line with the law of readiness of Thorndike (1935) which explains that the readiness of the pupils to grasp concepts affect their learning. This means that cognitively speaking, pupils learn best when they are mentally ready or the level of abstractness of the lesson is aligned with their level of readiness.

In this regard, the learner at this age would find it more difficult to establish a specific logical explanation of relationship between the abstract concepts with concrete reality of the sacrament. Consequently, the test results would not reach a highest rating as evidently shown in the table.

CCG 6 followed the principle of experienced-based learning only that it was augmented by Integrated Learning Strategy. This method was conceptualized as an idealized learning cycle or spiral where the learner "touches all the bases"--experiencing, reflecting, thinking, and acting--in a recursive process that was responsive to the learning situation and what was being learned. Learning requires more than seeing, hearing, moving, or touching (Antioquia, 2012).

Table 8
**Total Performance Level of the Pupils in CCG Group
and Lecture-Discussion Group**

	Topics	CCG	Lecture
1.	Importance of Signs and Symbols	17.76	17.26
2.	Jesus Reveals His Message to us through Signs and Symbols	17.02	16.85
3.	Jesus Reveals His Love to us through Signs and Symbols	11.35	9.59
4.	The Church, The Mystical Body of Christ	13.48	12.89
5.	Meaning and Classification of Sacraments	13.09	11.07
6.	Jesus Invites us in Baptism to Belong to God's Family	14.70	11.91
	Overall Weighted Mean	*14.40*	*13.26*
	Descriptive Interpretation	**High**	**High**

The former strategy was done in order for the pupils to have an initial experience that would serve as a spring board for the lesson proper. In this manner, they would be able to see more closely the relevance of their concrete experiences to the topic which was very abstract in nature. Thus, this meant that when the concepts or lessons taught to the pupils was rooted in their experience or based on their experience, learning of the children became more effective and meaningful.

Table 8 illustrates the gap results of the short tests between the mean of the scores of the CCG group and the purely lecture-discussion group. The topic titled "Importance of Signs and Symbols" had the least gap among the results. This was reasonable since the topic was very general in nature. The pupils found it not very difficult to grasp its meaning.

On the other hand, the topic titled "Jesus Invites us in Baptism to Belong to God's Family" had the greatest difference in the mean score. In contrast with the prior assertion the topic in the last lesson was specific, hence, the pupils somehow found it a little difficult to see the meaning of the lesson. This implies that student's learning was affected by the degree of the extension of the topics. It meant that this particular topic, was very abstract. The more it becomes specific, harder it was for the pupils to grasp the concepts because they were confined or they were prohibited in crossing the boundary of the concept taught.

Pupils' Perception on Collaborative and Cooperative Game
as a Strategy in Class along Cognitive Domain

The perception of the pupils' on the collaborative and cooperative games was very significant because it assessed the impact of the CCG on the grade 5 pupils. It was also addressed to the three important learning domains which were the cognitive domain, affective domain and psychomotor domain. Furthermore, it also validated the results of the performance level of the pupils revealed by the feedback in the short tests. The indicators in each learning domain were based primarily from the objectives of the lessons as clearly stipulated in the lesson plans. The three learning domains namely cognitive, affective and psychomotor are equivalent to the the terms used in CLE in the formulating of the objectives of the lesson, and these are the Doctrine, Moral and Worship.

Table 9

Pupils' Perception on Collaborative and Cooperative Game as a Strategy in Class along Cognitive Domain

Indicators	Weighted Mean	Descriptive Interpretation
1. The game was useful in understanding the lesson.	4.43	More Useful
2. It was useful for explaining some ideas / concepts.	4.36	More Useful
3. It was useful in analyzing certain ideas, events/situations related to values implied to the lessons.	4.33	More Useful
4. It was useful in organizing and expressing my ideas in summarizing and formulating generalizations.	4.32	More Useful
5. It was useful in judging between what is right or wrong in a particular life's situation.	4.46	More Useful
Overall	4.38	**More Useful**

Table 9 presents the perception of the pupils on collaborative and cooperative game as a strategy in class along the cognitive domain. It shows the five indicators their respective weighted mean and descriptive interpretations.

The first indicator, "The game was useful in understanding the lessons" obtained a weighted mean of 4.43 which was interpreted as "more useful". It implies that the game helped the pupils understand the concepts taught by the teacher about the lesson. The result showed that the objectives of the CCG were attained because the games were motivational in nature which was basically designed to make the pupils easily understand the concepts in CLE 5. Furthermore, the results affirmed the study conducted by Ying-Jian Wang, et al., (2011) on the motivational factor of the games, in which the students understood the lesson taught in the classroom. The second indicator, "It was useful for explaining some ideas/ concepts," garnered a weighted mean of 4.36 with a descriptive interpretation of "more useful." This would mean that the   games which were active learning assisted the pupils in expressing freely their ideas to the class concerning the lesson. The result

strongly affirmed the study conducted by Chirandon, et al., (2010) which reveals that games which are active learning in nature help the students to stimulate their learning interest, and improve their communication skill.

The third indicator, "It was useful in analyzing certain ideas, events/ situations related to values implied to the lessons" got a weighted mean of 4.33, interpreted as "more useful". This reveals that the game was helpful to the pupils in analyzing different situations and scenarios during the game and finding its connection to the values implied in the lesson. The reason for this was because the games were not only designed to let the pupils think, analyze different situations and strategies but also make them learn the important values of the lessons. Furthermore, according to the theory of Piaget (1973) on Cognitive Development of children, Grade 5 pupils are in the "Concrete Operational Stage" which states that at this age, the children have difficulty in understanding abstract concepts including values and the only way for them to fully grasp these abstract concepts was for them to experience first.

The fourth indicator, "It was useful in organizing and expressing my ideas in summarizing and formulating generalizations" obtained a weighted mean of 4.32 which was interpreted as "more useful." This implies that the game was a big help to the pupils to express their ideas, organize their thoughts and summarize and form generalizations during the activity. The reason behind this was because the game was formulated to make the pupils think of different effective strategies in order for them to accomplish the task properly. This result affirmed what Salandanan (2012) mentioned in her book "Methods of Teaching" that games help the pupils make decisions and learn to plan alternative strategies.

The last indicator along the cognitive domain, "It was useful in judging between what is right or wrong in a particular life's situation" obtained a 4.46 weighted mean with a descriptive interpretation of "more useful". This result suggests that CCG helped the pupils to become very critical in terms of moral judgment. "CCGs" were task-based in nature designed to make the pupils learn to think, brainstorm and judge how to cope with different situations and challenges in the activity. In the process, they learn how to differentiate good from bad and right from wrong actions and decisions. This affirms the theory of Kohlberg on the six stages of moral reasoning.

According to him, grade 5 pupils are in the in the Conventional Morality which is stage 3: good boy/girl. At this stage, pupils make decisions and learn to judge what is good and what is bad by considering the perspectives of others especially their peers because at this stage, the children are more concerned about maintaining relationships through trust, sharing and loyalty (Ormrod, 2010), which are some of the values embedded in the game.

Looking at the result of the survey along the cognitive domain, it reveals that indicator number five, "It was useful in judging between what is right or wrong in a particular life's situation" got the highest weighted mean (4.46). Basically, the topics in CLE went beyond the cognitive dimension since they focused on the moral and spiritual development of the child. According to the faculty manual of the Grade School Department, The CLE program aims to help and guide the student to become aware of the different Christian Values in their academic and co-curricular activities (Faculty Manual of the Grade School Department, 2006 p. 9). Consequently, the concrete assessment of the learning process of the pupils was measured initially by making concrete moral decisions connected with the themes.

Meanwhile, the fourth indicator, "It was useful in organizing and expressing my ideas in summarizing and formulating generalizations" got the lowest weighted mean (4.32). The result was quite lower than the rest of the indicators since generally the pupils would find it a little bit hard to analyze and make conclusions pertaining to the topics. This was understandable since the pupils cannot immediately comprehend abstract ideas which were embedded in the CLE subjects. This would imply that pupils' learning was affected by the level of abstractness of the topic.

Summing up the result of the perception of the pupils along the "cognitive domain," obtained a total weighted mean of 4.38 which was interpreted as more useful. This learning domain based on the result suggests that cognitively speaking, the CCG was an effective strategy in helping the pupils to understand easily the concepts being taught in the subject. This was because the games were: first, it was motivational since it stirred the curiosity and enthusiasm of the pupils to learn. Second, it was task-based since it let the pupils solve, analyze, and perform the challenges in the activity. And third, it was experience-based since the initial mode of understanding of the pupils was experiencing concretely the abstract concepts of the lesson. The result

of survey along this domain affirms what the studies of Ying Wang et. al. (2011), Katie McClarty, et al., (2012), Chirandon, et al., (2010), Jessica Trybus (2012) and Wang, et al., (2009) which have shown that games help to improve the learner's level of understanding of the lesson.

Pupils' Perception on Collaborative and Cooperative Game
as a strategy in class along Affective Domain

Table 10
**Pupils' Perception on Collaborative and Cooperative Game
as a strategy in class along Affective Domain**

Indicators	Weighted Mean	Descriptive Interpretation
1. The games helped me to develop and practice the value of sharing while working together.	4.54	Most Helpful
2. It helped me to become more friendly.	4.35	More Helpful
3. It helped me become respectful to others.	4.22	More Helpful
4. It helped me to become patient.	4.10	More Helpful
5. It helped me to control my temper.	4.10	More Helpful
6. It helped me to accept my faults and limitations.	4.51	More Helpful
7. It helped me become helpful and cooperative in doing group work.	4.59	Most Helpful
Over-all	**4.34**	**More Helpful**

Table 10 illustrates the perception of the pupils on CCG as a strategy in class along the affective domain. It shows that indicator one, "The games helped me to develop and practice the value of sharing while working together" got a weighted mean of 4.54 which had a verbal interpretation of most helpful. This suggests that the game helped the pupils a lot in developing their values of sharing and working together. The reason for this was that the game was designed to let the pupils share their ideas through brainstorming on strategies to be used to do the challenges and finish the activity on time. Another reason was that the game consists of features such

as group work; pupil centered and guided learning which made the pupils do the activity on their own work as a group.

This result is affirmed by the findings of the study of Jade Ocfemia Alberto (2009) titled "Cooperative Learning Techniques in Enhancing Competence in Science and Health IV" that when an activity is cooperative or group work it develops positive interdependence, face-to-face promotive interaction and individual and group accountability. Furthermore, in the study conducted by Fely Botiño Buera (2008) titled "Guided Inquiry Laboratory in Physics: Conceptual Understanding, High Thinking Skills, Science process Skills and Attitudes of Students," she mentioned that when an activity is guided learning, based from the findings of her study; it helps the students to appreciate and value group work.

The second indicator "It helped me to become more friendly," got a weighted mean of 4.35 with a verbal interpretation as more helpful. This indicates that pupils learned how to become friendly, in the way they deal with their group mates and with the other groups during the interaction. The result confirmed the social learning theory of Bandura (1977) which states that a child learns things through observation. During the game, the pupils freely interacted with others and they saw and observed how other pupils dealt with their group mates, how they behaved, how they worked together, how they treated each other as friends and this particular value was learned by the pupils in the course of doing the activity. This also confirmed what the book writer Salandanan (2012) had said in her book "Methods of Teaching" that one of the positive effects of games is that the pupils learn social values such as cooperation, empathy, sportsmanship and friendly competitions which are the characteristics of a person who is friendly.

The third indicator, "It helped me to become respectful to others," acquired a weighted mean of 4.22 which had a verbal interpretation of more helpful. The games served as an avenue for the pupils to develop a respectful interaction among them. This affirms the third stage of Kohlberg's Moral Development theory (1958). Accordingly this is known as conventional morality which pictures a good boy/nice girl moral set up. In this particular stage, the pupils learned the value respect because they were concerned about maintaining relationships in the group where they belonged though sharing, trust, and loyalty.

Indicator 4, "It helped me to become patient" obtained a weighted mean of 4.10 with a verbal interpretation of more helpful. This suggests that the game helped the pupils recognize and learn the value of patience. This was because, the game was designed to make the pupils think, brainstorm, collaborate and cooperate to solve some puzzles and riddles, and perform some challenging tasks which require patience. If they would not learn how to be patient, they would never do and finish the game properly and on time. In the present time, according to many studies, it is said that pupils have very short attention span (Richard, 2010). Having a very short attention span is a concrete manifestation that children today are very impatient. However, the high result of the weighted mean suggested that the game became an aid for the pupils to experience the value of patience. This was validated by the responses of the pupils in the processing questions which stated that the game helped them to be patient.

Indicator number 5, "It helped me to control my temper" obtained a weighted mean of 4.10 which had a verbal interpretation of more helpful. This result implies that the game helped the pupils to learn how to control their temper. Since the result of the fourth indicator which was about patience was very positive, it was an implication that they also learned to control their temper. Another reason for this result is that the game was designed to be done as a group and to make them participate, interact and enjoy the activity. It means that the enjoyment that they get from the activity made them control their temper. This affirms the theory of Vroom (1964) which is called the expectancy theory. This theory states that a pupil is highly motivated to learn or do something if he/she gets something beneficial from this. In this particular situation, the pupils were able to give their best in performing the activity without being ill-tempered because they enjoyed the activity.

Indicator 6, "It helped me to accept my faults and limitations" got a weighted mean of 4.51 which has a verbal interpretation of most helpful. This revealed that that since CCG was a group work and a challenge, the pupils made some trial and error strategy so they could finish the challenge. It meant that by doing such thing, they realized that they had limitations and sometimes they commit errors. This verifies the moral development theory of Jean Piaget (1930) which states that grade 5 pupils are in the second

stage of moral development which is called "autonomous morality" or also known as "self-directed morality" wherein they tend to bend the rules or negotiate with them. Thus, this stage is a phase wherein children are prone to committing mistakes.

The last indicator, "It helped me become helpful and cooperative in doing group work" garnered a weighted mean of 4.59 which was interpreted as most helpful. This was the third indicator that earned a high weighted mean. This implies that some of the features of the game such as group work, cooperative and collaborative activity were very effective in making the pupils learn the value of cooperation in the group in doing a task. All the challenges in CCG were designed to be played or accomplished in groups. This affirms Kohlberg's theory of the six stages of moral reasoning (1958) which states that pupils at this age, are in the stage of conventional morality which is good boy/girl which means that pupils value relationships in the group through sharing, trust and loyalty. Because they cared for the welfare of the group, they tried to do the right thing and this was by helping and cooperating in the group in doing the challenge. This was affirmed in the study conducted by Jade Ocfemia Alberto. Her findings established that an activity which was cooperative promotes positive interdependence, face-to-face promotive interactions and individual and group accountability (2009).

Looking at the result, it was evident that indicator 7, "It helped me become helpful and cooperative in doing group work" obtained the highest weighted mean (4.59). This suggests that CCG was a game really designed to make the pupils work together, to cooperate and collaborate and this was clearly manifested in the result of the survey. The games which were pupil-centered, guided-learning and group activity in nature made it possible for the pupils to recognize, understand and learn the importance of helping their group mates and cooperating in doing the activities.

On the other hand, indicators 4 and 5 "It helped me to become patient" and "it helped me to control my temper" got the lowest weighted mean (4.10). These results were lower than the rest of the indicators in the sense that pupils in the present time according to the many studies are very impatient due to a very short attention span. This implies that the learning of pupils, affectively speaking is affected by this behavioral set-up of the pupils.

Summing up the result of the survey along the "affective domain", it

reveals that the over-all weighted mean was 4.34 with an interpretation of more helpful. This result unfolds the fact that affectively speaking; CCG was an effective strategy in helping the pupils to develop and strengthen the emotional and spiritual aspects of their lives or their affective learning domains. Thus, it affirms the saying, "values are caught not taught."

Pupils' Perception towards Collaborative and Cooperative Game as a strategy in class along Psychomotor Domain

Table 11
Pupils' Perception on Collaborative and Cooperative Game as a Strategy in Class along Psychomotor Domain

Indicators	Weighted Mean	Descriptive Interpretation
1. It helped me act out in the class my ideas and suggestions.	4	More Helpful
2. It helped me demonstrate some ways to work out and accomplish given tasks.	4.37	More Helpful
3. It helped me execute directions carefully.	4.41	More Helpful
4. It helped me practice the values acquired from the lesson.	4.59	Most Helpful
Over-all	4.34	More Helpful

Table 11 presents the perception of the pupils on the CCG along the psychomotor domain. It shows that the first indicator, "It helped me to act out in the class my ideas and suggestions" got a weighted mean of 4 which had a verbal interpretation of more helpful. This suggests that the game helped the pupils a lot to act out and their suggestions during the course of the game. The reason for this particular result was that the design of the game was pupil-centered, fun, exciting, challenging and it was also a group work. This means that the features incorporated in the games helped the pupils to think, brainstorm, talk and share their ideas with their group. The positive atmosphere present in the brainstorming activity gave them the confidence to act out their ideas and suggestions. This was validated by the study made by Wang, et al., who cited the positive effects of games in the

teaching-learning process. According to them, game helps strengthens the motivation and self-confidence of the students. This motivation and self-confidence is the prime reason why the pupils in the survey noted that the game helped them to act out in the class their ideas and suggestions.

The second indicator, "It helped me demonstrate some ways to work out and accomplish given tasks", got a weighted mean of 4.37 with a verbal interpretation of more helpful. The result suggests that CCG has become very helpful in making the pupils learn how to accomplish properly a given task. The reasons behind this were the features which were "directed towards the attainment of goal/s" and "active learning". According to the study conducted by Jhonner Ricafort (2010) titled "The Effectiveness of Active Learning Strategy on Selected Topics in Light and Optics", showed that when an activity is an active learning it enhances some skills of the students such as predicting, observing, comparing, analyzing, interpreting data and drawing conclusion.

On the third indicator, "It helped me to execute directions carefully," obtained a weighted mean of 4.41 which was interpreted as more helpful. The result obviously showed that CCG helped the pupils to become aware in following carefully and properly all the directions. The reason for this was that CCG was a kind a very challenging game. All games used in this study were all about following the mechanics, thus, they overtly helped the children enhance their skills in following directions. The result was validated by the responses of the pupils in the processing questions where the pupils stated that the games helped them to follow directions and to value the importance of obedience.

The last indicator, "It helped me to practice the values acquired from the lesson" obtained a weighted mean of 4.59 with the verbal interpretation of most helpful. This reveals that the game was of great help in making the pupils learn to apply or live out the values learned from the lesson. The reason for this is was the games were values-based activities since the games were designed not only to aid the pupils to learn the concepts easily but more importantly to make them learn different values in the activity. This affirms the main objective of the CLE which was to let the pupils learn about Christian values and apply them in their life.

Looking at the result, it is evident that under the psychomotor domain, indicator 4, "It helped me practice the values acquired from the lesson" got the highest weighted mean. This result reveals that the games assisted them

to act out and live out in real life the values learned in the lessons. This is understandable in the sense that the main objective of the CLE subject in St. Agnes Academy according to the Grade School Faculty Manual (2006) is to develop the pupils to lead a Christian life in the way they relate with others.

Meanwhile, the first indicator "It helped me act out in the class my ideas and suggestions" got the lowest weighted mean. The result was a bit lower than the rest of the indicators since CLE as a subject is not just about academic or intellectual matters such as the teachings of the Church or the doctrines of the Church but more importantly it is about the values formation or the Christian formation of the pupils. This would imply that the CLE subject cannot just be treated as an academic subject alone because it deals with the holistic formation the pupils.

Summing up the weighted mean of all the indicators along the psychomotor domain, the over-all weighted mean was 4.34 with a verbal interpretation of more helpful. This reveals that, indeed, CCG was an effective strategy in teaching the pupils how to live out and act out the things that they have learned in the lesson. This is because the CLE subject cannot just be just considered as academic subject alone but a holistic one since it deals with the values formation or Christian formation of the pupils.

Impliedly, CCG aided the pupils to enhance and develop their psychomotor learning domain, thus, attaining the highest level domain which is the application in real life of the values learned in the lesson. However, the use of CCG did not make the learning in this domain higher than the expected. This is because the CLE as a subject not purely an academic one for it deals also with the values formation of the pupils.

Table 12
Summary Table: Pupils' Perception on Collaborative and Cooperative Game as a Strategy in Class along the Three Learning Domains

Learning Domain	Weighted Mean	Verbal Interpretation
Cognitive Domain	4.38	More Useful
Affective Domain	4.34	More Helpful
Psychomotor Domain	4.34	More Helpful
Grand Mean	**4.35**	**More Useful / More Helpful**

Table 14 illustrates that the perception of the pupils on the three learning domains. It was evident that the cognitive domain got the highest weighted mean (4.38) with a verbal interpretation of more useful. The reason for this was that the games were designed to aid the pupils to understand easily the abstract concepts. It contains features which made them easily grasp the lessons. That was why though the topics were abstract in nature, the pupils found it easy to understand the concepts in the lesson. This assertion confirms the findings of McClarty, et al., (2012) which revealed that playing games helped facilitate the leaning of the students.

On the other hand, the affective domain and the psychomotor domain both obtained a total weighted mean of 4.35. This was reasonable because affective and psychomotor domains in this particular subject deal with the values formation, the acquisition and application of the values learned in the lesson. This values formation takes time to see concrete effects since it is a process. Values formation does not happen in a day. It takes time to concretely manifest the effect to the children. Unlike the cognitive domain, one can easily check what the pupils learned from the lesson. Thus, this affirms the saying which states that "Values are caught not taught". This implies that the learning of the pupils in the affective and psychomotor domains could be concretely seen when they start applying and living out in their everyday life the values learned from the lesson.

Proposed Game Model in Teaching CLE 5: Collaborative And Cooperative Games (CCG)

The proposed game model in teaching Christian Living Education 5 was based on assumptions on the strengths and weaknesses found out in the previously designed Collaborative and Cooperative Games (CCG). These assumptions were carefully drawn out from the results of the analyses made by the researcher on the results of the shorts tests and of the survey. It was revealed that the strengths and weaknesses were about the features of the CCG, and of the entire flow or the procedure of the game. These strengths and weaknesses were also carefully enumerated and discussed in the succeeding pages as this study explained the proposed CCG model with its corresponding four areas such as the features, flow, nature of the lesson in congruence with CCG, and the nature of the learning development of the children.

The following were the assumptions: First, a game must be motivational or must be stimulating to the pupils. This means that the games must be based on their capacity to think, to grasp ideas, to follow directions, style of learning, fit for their age and must challenge them to think and solve problems. Second, the game must be experiential-based so that the teaching-learning process would be maximized and more meaningful for the pupils. Grade 5 pupils are said to be more on the concrete learning stage rather than the abstract one. Finally, a game must be educational in nature. It means that games must be interconnected in teaching the pupils to learn about values aside from leading them to achieve their potential learning capacity.

In the proposed game model, an interplay of different theories were employed in order to address the weaknesses and lapses of the previously designed Collaborative and Cooperative Games (CCG); in particular, the four areas of the CCG namely: features, flow, nature of lesson in congruence with CCG, and nature of the learning development of the children were evaluated and considered to come out with a valid and more effective CCG model.

Collaborative and Cooperative Games as a teaching strategy comprise of different features and these are the following: Pupil Centered, Guided Learning, Active Learning, Group Work, Directed towards the attainment of goal, and Fun, Exciting and Challenging. A game to be an effective pupil centered activity; has to have the prominent characteristics that emerged based from the result of the analysis which was the Brainstorming Approach. Alex F. Osborn (1963) popularized this approach which states that brainstorming is a process of developing effective solutions to a problem.

The second feature of the CCG was guided learning. Based on the result of the analysis, it was revealed that CCG can be effective as a teaching strategy if it is a "Discovery Learning" in nature. According to Jerome Bruner (1985) in his Discovery Learning Theory, he explains that the learners should be the one to discover the knowledge and concepts from the lesson. They need to use their prior knowledge to seek the connection between the facts that they have learned and the new truths to be learned. The discovery learning must be a guided one. The teacher should guide the pupils in discovering concepts or lessons to be learned and this was affirmed in the essay written by Dr. Mariappan Jawaharlal (2011) titled "Teaching is

not Learning—The Guided Discovery Approach in Learning".

The third feature of CCG is active learning. The result of the analysis revealed that the CCG became an effective aid to the pupils during the course of the activity because it featured "active learning". According to the Active Learning Theory of Bonwell and Eison (1991) pupils engaged themselves in doing an activity and at the same time thinking of what they are doing. Active learning in CCG helped the pupils to think critically, communicate with their groupmates sharing their ideas and suggestions, and more importantly actively performing the given task.

The fourth feature of CCG is group work. Gisela Konopka (1963) describes Group work as a method of social work which is employed in an activity to assist individuals in enhancing their social performance through purposeful group experiences, and help them deal more effectively with their personal, group or community problems. This is an affirmation of what group work is all about in the CCG. Based on the result of the survey, it was found out that group work as a feature of CCG helped the pupils deal with different scenarios and situations in the activity.

The fifth feature of CCG was Goal-directed. It is said that goals are important because they serve as a guide and a motivational factor which entice the person to give his/her best to perform an activity properly or accomplish a given task. Edwin A. Locke (1968) in his "Goal-Setting-Theory" stated that working toward a goal serves as a main foundation of motivation to essentially attain the goal. Thus, CCG as an instructional aid in teaching CLE in grade 5, must have this particular feature because it would guide the pupils to perform well in the activity.

The last feature of CCG was Fun, Exciting and Challenging. This feature became dominant in the result of the analysis in the sense that the games were really designed to make the pupils enjoy the activity. This affirms the Sensory Stimulation Theory (Laird, 1985) which states that effective learning occurs when the senses are stimulated. By stimulating the senses, the learning of the pupils will be enhanced. This was true in CCG in the sense that the games stimulated the senses of the children for it used varied materials which were motivating and encouraging.

From the previously mentioned features, it was very evident that CCG as a strategy in teaching CLE 5 was an effective tool. The next important

thing to consider as an element of CCG model is the flow. The flow of CCG is about the schema of how it is implemented in the teaching-learning experience.

The first part of the flow is the preliminary activity which is the "Grouping." During the implementation of the CCG, it was found out that the ideal grouping for this kind of game was the "mixed-grouping". This kind of grouping states that the class would be divided evenly. In a group, there should be different abilities, different levels of learning readiness, and mixed gender. The reason for this was because, when the pupils were distributed properly and evenly the playing field would be fair to everyone. This affirms what Pribady (2013) said in his article titled "Grouping Students" which states that dividing the class into groups and making the work in groups have advantages of making them learn to share their ideas, develop their cooperative skills and practice their interdependence.

Next to the introductory activity is the game mechanics. It is said that all games use game mechanics. According to ludology, the study of games and game mechanics, game mechanics is the backbone of all the games for it states the rules to be followed by the players. The result of the analysis revealed that in order for the CCG to become an effective tool in teaching, it must have game mechanics which are the instructions are clear, pupils must be given the chance to cooperate in constructing the rules, and pupils must agree with the mechanics set by the teachers and by the class.

Game output is the next important thing to be noted in the flow after the game mechanics. Game output pertains to the product or the output of the pupils during the course of the activity. Based on the analysis result, it was shown that the desired output of the CCG must be based on the level of analysis of the pupils. This means that the design of the game and the desired game output must not be beyond the learning capacity of the pupils.

The last part of the flow is the valuing. This pertains to the last part of the game where processing and deepening of the values learned are being done. Valuing is one the most important parts of CCG because the teacher has to process all the learnings of the pupils including the values

Aside from the aforementioned flow of the game, another important aspect to be considered in the CCG model is the nature of the lesson in relation to the CCG. Based on the previous discussions, it was noted that
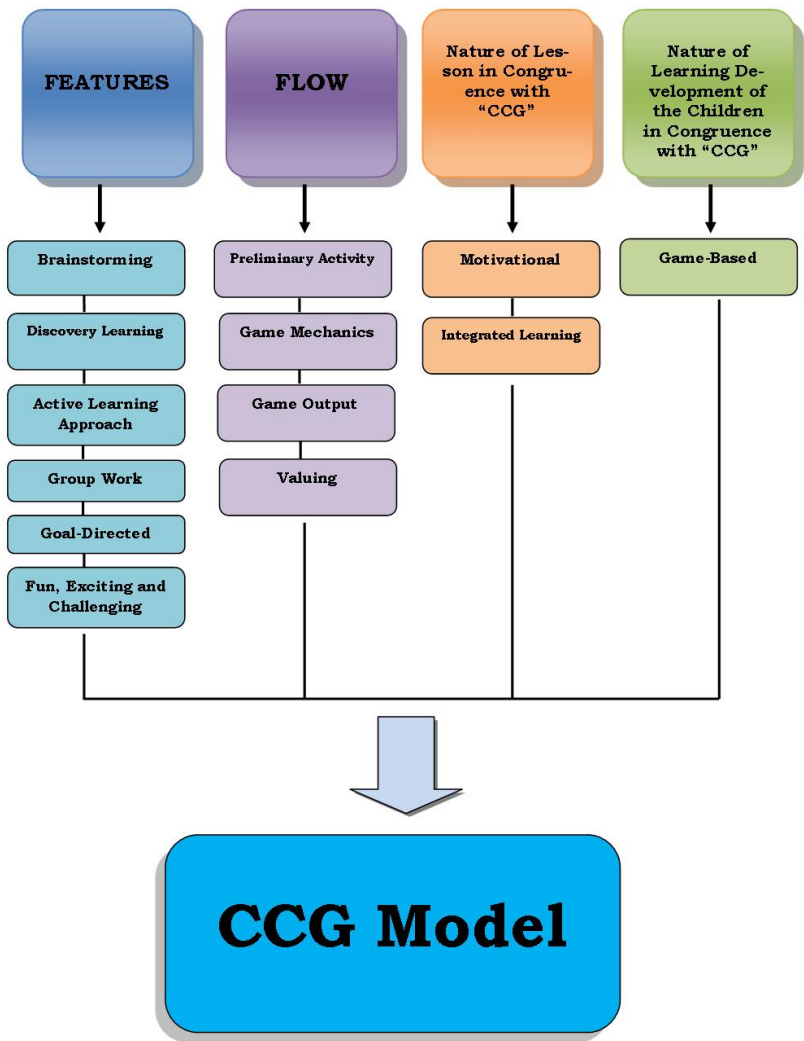
Proposed CCG Model

the concepts embedded in CLE subjects were abstract. Many psychologists state that abstract concepts at this stage (grade 5) are still hard for the pupils to understand and grasp. This was clearly stated in the theory on concrete operational stage of Piaget (1973) that pupils at this age cannot yet fully comprehend things. It was further noticed that based on the result of the analysis, the more the topics become confined or specific, the higher the level of abstractness of the lesson becomes. In this manner, CCG served as the aid to help the pupils in their difficulty in understanding abstract concepts in CLE 5.

The last important thing to be considered in CCG model was the nature of the learning development of the pupils. Many writers and studies have been conducted showing that grade 5 pupils just like other grade levels, love to play. Dr. Salandanan (2012) asserted that graders or pupils engage in play because the games give them pleasure. She further explained that during playing time the children practice the things that they have learned in school and at home which led them to learn about life. In this manner, CCG as a form of game, was applicable to the grade 5 pupils. Based on the results of the analysis, CCG served as an effective tool in developing and enhancing the three leaning domains of the pupils. Thus, CCG was congruent to the nature of the pupils who loved playing games and performing tasks and meeting challenges.

Finally, considering the four aspects of the CCG, it is now clear that the effective game model in teaching Christian Living Education in Grade 5. Below is the proposed CCG Model.

Conclusion

These conclusions were formulated based on the findings shown in the study. First, the six features of the games used in this study had its strengths and weaknesses. The strengths based on the results of the short tests and of the survey were the following: First, it helped enhance the three learning domains of the pupils. Second, it made the lesson more exciting, interactive and pupil-centered one. Finally, the pupils learned the different values embedded in the lessons.

It contributed much in enhancing the teaching-learning experiences of the pupils as well as the teachers to be very meaningful and successful. On

the other hand, it had weaknesses, too, because of the shortcomings that were observed during the data analysis. The lapses about the features of the games were the following: For the first feature which was it was pupil-centered. It should focus on brainstorming because it helped the pupils understand the lessons more. Second, guided learning feature must concentrate on the discovery learning because learning becomes more effective if the pupils were the ones discovering their learning through the guidance of the teacher. These shortcomings were strongly considered and they now serve as the backbones of a more refined and more effective CCG model.

Second, the performance of the pupils in all the short tests was consistently higher than the purely lecture method. This meant that CCG was an effective strategy in enhancing the performance of the pupils in understanding the concepts in CLE.

Third, the pupils' perception on the CCG along cognitive domain attested that CCG lessens the difficulty of the abstractness of the lessons which made them able to grasp and easily understand the concepts taught in CLE 5.

Fourth, the perception of the pupils on CCG along the affective domain unfolded the fact that CCG aided the pupils to recognize, understand and grasp the values embedded in the lesson. This means that it was an effective strategy in guiding the pupils learn about values.

Fifth, based on the perception of the pupils on CCG along psychomotor domain, revealed that CCG as a teaching strategy was effective because it aided the pupils to enhance and develop their psychomotor learning domains which led them to practice the values learned during the course of the activity.

In summary, the perceptions of the pupils showed that CCG as a strategy in teaching CLE was a very effective tool since it addressed and enhanced the three learning domains of the pupils. It is notable from the analysis that CCG had a "holistic effect" in the learning of the pupils because it did not only aid them to learn the concepts of the lesson but also formed them to become better persons.

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